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# School Activities

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Vol. XXVIII, No. 9

May, 1957

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041  
New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.  
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# *As the Editor Sees It*



May—and school is about out! So (may we emphasize again) this is another way of saying that this is the time for each and every organization and group in the school to make a thoughtful and detailed evaluation of the year's work, projects, and activities in order to discover the reasons for failures, near-failures, fair-successes, and great-successes.

The principal should require this evaluation; the sponsors should require it; the officers should require it; and the members or participants should require it. That makes it unanimous. Further, next fall, all these folks should similarly require that these evaluations be carefully studied and intelligently capitalized. Your move!

At its recent two-day meeting The National Basketball Committee of The Big Ten, "in order to speed up the game," ordered officials to call technical fouls for stalling. That's great! Stalling is not allowed in baseball, football, track, swimming, tennis, and other forms of athletics. Why should it be permitted in basketball? To almost everybody—except the "strategic-minded"—stalling represents "dirty pool."

The coming summer will see more student council workshops than ever before, and undoubtedly these will be bigger in appeal and better in program than ever before.

One point should be stressed in every one of them (as well as in all student council conferences of any type)—the important thing is not what is learned by the delegates and sponsors but what is carried back home and incorporated towards the improvement of the local organization and its activities. In fact, this is the purpose and only justification of any such meeting. A conference or workshop is merely a "first session."

Summer vacation offers about the best opportunities there are for obtaining potential school program material. Both teachers and students have experiences—see things, events, places, and people—which can be and should be reflected in next year's schedules.

One good way to capitalize these opportunities

is for a special committee of the student council to (1) stress this idea in the newspaper, on the bulletin board, and in the assembly; (2) emphasize it to individual teachers and students whose summer plans include travel; (3) contact these individuals early next fall and request reports or make assignments; and (4) schedule appropriate parts for assembly, club, newspaper, and other presentations.

This June the annual Conference of The National Association of Student Councils will be held really "out West." (We always get a kick out of hearing Eastern students anticipate going "out West" for this event when it is scheduled in a near-East or middle-West city).

New Mexico is a very fine setting in which to hold this Conference. The fact that its State Association has a very competent and enthusiastic membership and administration can be seen from its array of conferences, curricular courses in counseling, summer workshops, publications, and other activities. We'll guarantee that Mr. Ira A. Bogard and his New Mexicans will stage an excellent performance.

Where there are separate junior and senior high school student councils in about the same setting a new official is coming into existence—a sponsor who helps to coordinate the activities of these two bodies.

Really, it would appear that some such arrangement is not only highly desirable but absolutely necessary in order to (1) schedule the most practicable projects for each group; (2) avoid conflict and duplication; (3) point the junior members towards possible service in the senior body; and (4) capitalize the experience of these junior members when they move into the upper school.

We'll have an article on this subject early next fall. Meanwhile, if you are in this type of setting you might be thinking about the possibilities in your own school.

Well, so long. Have a pleasant and PROFITABLE summer. We'll be seeing you in September.

**The national leadership training program designed for student council officers will be held at Camp Cheley, Estes Park, Colorado, August 19 to 25, 1957.**

## **Leadership Training Complements Student Officers**

**O**NE HUNDRED FIFTY STUDENT COUNCIL OFFICERS will attend the Sixth Annual National Student Council Leadership Conference to be held at Camp Cheley, Estes Park, Colorado, during the week of August 19, 1957. Sponsored by the National Association of Student Councils and the All-City Student Council of the Denver Public Schools, this conference brings together outstanding student leaders from all sections of the country for a week's intensive leadership training.

This conference is the only national meeting especially designed to prepare student council officers for positions of leadership in their schools and communities. Both the Denver Public Schools and the National Association of Student Councils have recognized the need for pre-service training of student council officers and have cooperated in the development of this project.

Students often are elected to positions of leadership in the schools but have little opportunity for formal education in the skills, techniques, and responsibilities of democratic group leadership. This leadership conference is an attempt

**GEORGE E. MATHES**  
*Director, National Student Council Leadership Conference*  
**414 Fourteenth Street**  
**Denver 2, Colorado**

on the part of the sponsoring groups to meet this need.

Last year's conference was planned to serve five specific purposes. The first was to give the delegates the basic philosophy, purposes, organization, projects, and activities of the modern student council. The second was to provide practical experience in student council work by actually organizing and working in council groups under the council plan. The third was to provide an opportunity for students and staff to exchange their student council experiences. The fourth was to provide a camp atmosphere where delegates could have fun while they were learning. The fifth was to improve the student council program in the schools and associations represented at the conference.

The entire program last year was designed to accomplish the objectives of the conference. Inspirational and educational lectures were given each day. Dr. Arthur Miller, noted lecturer and minister, keynoted the conference with an address entitled "The Responsibilities of Leaders." Dr. Gary Demarest from Jacksonville, Florida, thrilled the delegates at the campfire ceremony with his talk "Decision Making."

Each morning, in the beautiful chapel, Mr. Donald I. Wood, Chairman of the Advisory Committee, National Association of Student Councils, spoke on one of the following important areas of student council leadership: Aims and Objectives, Organization, Projects and Activities, Techniques of Group Leadership, and Evaluation.

Following the general meetings, the delegates were divided into six groups to discuss the lecture under the supervision of student council sponsors on the professional staff. Each delegate had a camp notebook with the printed outlines of all lectures and discussion group topics. Ample space

### **Our Cover**

The upper picture shows delegates participating in the camp councils organized in the National Student Council Leadership Conference held at Camp Cheley, Estes Park, Colorado. In this case they are designing and making table decorations for their banquet. Students acquire practical knowledge (know-how); practice many facets of leadership; promote recreational activities; prepare themselves for their responsibilities as leaders in their schools and communities. See article, with additional picture, on this page.

The lower picture was taken during "Girls' State," held in the State of Arkansas last summer. It was taken on the last regular day of the session when the girls were visiting and working in the State Capitol. The girls went to the offices to which they had been elected. Others visited the boards and commissions to which they had been appointed by their governor. They were privileged to introduce bills in the House or Senate which they had written. See article and pictures in the February issue of SCHOOL ACTIVITIES.



**Discussion Group In Operation**

was provided in the notebooks for personal comments. Delegates found these notebooks very helpful when they returned to their schools and communities.

Discussion group topics include the following:

- Conference Orientation
- Aims and Objectives of the Student Council
- Parliamentary Procedure
- Techniques of Group Leadership
- Student Council Projects
- Student Council Evaluation
- Problem Clinic
- Student Council Standards
- Student Council Organization
- Student Council Finance
- Public Relations

One of the most helpful activities at camp was the camp councils. The delegates were divided into five "Camp Councils." These councils provided an opportunity for the delegates to practice many of the skills of leadership which they learned about in the general meetings and discussion groups.

The members of these councils also elected their own officers, appointed various committee chairmen, chose a name, a song, and composed a yell; they wrote and produced a song and campfire program, and a culminating entertainment; they competed in intercouncil athletics; they planned a square dance, social dance, and their own leadership banquet program. The camp council activities were similar to the student council projects carried on in schools, thus making the camp experience practical.

Recreational and social activities were important parts of the program. Most of the recreational activities revolved around the camp councils. Delegates competed in softball, volleyball, ping pong, and other minor sports. They also took a tour of the high country bordering Camp Cheley in Rocky Mountain National Park.

Social activities were planned by the campers through the council organization. Last year these included square dancing, social dancing, song programs, a chuck-wagon dinner, a short moonlight hike, the leadership banquet, and the culminating activities.

An evaluation by the delegates and staff indicated that the conference was extremely successful in reaching its objective, namely, to prepare student council officers for their responsibilities as leaders in their schools and communities. From the many letters received each year from principals, sponsors, parents, and delegates, the experience gained at Camp Cheley is known to have helped these young people to be better leaders in their schools and communities. This type of leadership experience should help to provide our country with adults willing and able to assume leadership responsibilities in our democratic society.

Plans are now being made for perhaps the most ambitious leadership training program ever offered to student council officers. A staff of twenty-five professionally trained adults and junior counselors, headed by Mr. Gerald M. Van Pool, Director of Student Activities for the National Association of Secondary-School Principals, is being recruited from all over the country.

The conference is limited to 150 carefully selected students equally divided between boys and girls from every section of the country. Delegates must come from schools which are members

Name of adult to receive  
registration materials \_\_\_\_\_

School Position \_\_\_\_\_

Name of School \_\_\_\_\_

School Address \_\_\_\_\_

City, Zone, and State \_\_\_\_\_

We wish to request registration materials

for a boy \_\_\_\_\_

for a girl \_\_\_\_\_

Remarks: \_\_\_\_\_

of the National Association of Student Councils. In general, registrations are limited to six students from each state and only one student from any one high school. The cost of the six-day conference is \$47.50. This includes board, lodging, materials, registration fee, and transportation from Denver, Colorado, to the camp.

High school principals, student council sponsors, and students wishing additional information and registration forms may write to the director of the conference, Mr. George E. Mathes, National Student Council Leadership Conference, 414 Fourteenth Street, Denver 2, Colorado. The suggested registration blank may be helpful.

***"In many traditional subject-matter areas, the 'experience for living' technique for motivation can not be produced except through a cocurricular approach."***

## A Pragmatic Approach to the Small School Activity Program

**A** DISCUSSION OF THE PROBLEMS emanating from the dichotomy of traditional subjects on the one hand and the extraclass activity program on the other arises almost invariably when administrators meet professionally. Are extraclass activities defensible? Is it possible to coordinate these activities with traditional subject classes? How can we make space in a crowded school day for both traditional courses and extracurricular activities?

These questions have been pondered by both educational researchers and practitioners and at the present writing no "across the board" answers have been formulated. There seems little likelihood of any definite conclusions developing in the future. The writer hopes to reactivate the controversy in the hope that new ideas compatible with individual school situations can be skimmed off and applied by the school.

A short time after arriving in North Dakota to take up duties in the department of education of the State University, the writer took a short trip with several colleagues to become acquainted with the type of secondary schools in operation within the state.

Our party arrived at one small high school about mid-afternoon and after making ourselves known to the principal were cordially invited to tour the building with him. Everything followed a well organized pattern. The building, although old, was well preserved and showed evidence of proper care.

The gymnasium was the last part of the building to which we came and the principal

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was obviously hesitant about opening the door for us. Our eyes fell on a floor that was almost entirely denuded of the usual shellac and highly polished coat of varnish. "Sacrilegious!" is probably the adjective most administrative practitioners would use in expressing their reaction to such a condition.

To this principal who so baldly exposed us now to such a flagrant violation of the most sacred of "gym floor doctrines," I put the single worded question, "Why?" To this query, he answered that his small town had no facilities for social activities for youth.

The only motion picture theatre in the town had discontinued its offerings, and the owner refused to rent the building for any other purpose. The principal had finally persuaded his school board to open the gymnasium for roller skating so that youngsters could enjoy a wholesome social activity. He was successful even to the point of persuading the school to supply plastic-wheeled skates.

This man in a small but effective way has given support to the thinking of those educators with the vision to see that out-of-class activities must be more closely integrated with the objectives of education if the schools are to win back the near-delinquent, the early school leaver, and the "problem child" to a position of societal acceptance.

Few educators would be so naive as to intimate that the chronic delinquent or socially maladjusted youth can be greatly helped by a normal public school program. The public schools of today are charged, however, with the responsibility of making a far greater effort than is presently being made to provide a program that will more adequately challenge the interest of every youth eligible for high school.

How can the job be done? Certainly the first step in performing this task would be a systematic appraisal by the superintendent of every activity in the schools of his system. The appraisal would utilize a group process approach and would include principals, committees of teachers, students, and lay people.

If the activity could not be given a clean bill of health as to its value as an instrument for making participating youth a greater asset to the community, then it should be discontinued. No activity should be allowed to remain as a part of a public school program unless it can be defended as educationally sound. If an activity has realistic educational objectives and is continued because students have indicated they feel it has value and purpose to them, the problem of motivation need be of little concern.

What about sponsorship? A second appraisal should be made of the appropriateness of the selection of sponsors for each activity. Little could be accomplished by trying to defend the appointment of sponsors already selected. The procedure most efficient and economical of time and effort would be to ascertain what characteristics and qualifications each staff member possesses which most closely fit the educational objectives of the activity.

If these characteristics are determined in close cooperation with teachers who must ultimately assume a sponsorship, many will sort themselves according to the responsibilities for which they are qualified. If the activities are retained in the curriculum by group action because of the common sense values they contain, teachers will be more willing to accept them as a justifiable use of their time.

The activity for which a teacher acts as adviser should be one closely related to his educational background and experience. When a sincere attempt is made to match activities with teacher experience and aptitude, it is reasonable

to expect a close correlation of the two. Each will supplement and complement the other.

An activity sponsorship should be considered an opportunity to bring into a learning experience a motivating factor which could be provided in no other way. In many traditional subject-matter areas, the "experience for living" technique for motivation can not be produced except through a cocurricular approach.

What about the small high school activity program? In many small high schools, the problem of providing an activity program is one which tends to discourage administrators and teaching staff alike. This is due usually to a number of reasons. The following are representative: (1) The traditional activities are thought to be essentially necessary; (2) Standard thinking suggests that the greater the number of activities the better the program; (3) Sponsors are designated with little thought to training or personality qualification.

The traditional activities can serve as a guide to the types of participation which have provided meaningful experiences for many decades. No student body, however, should be "saddled" with a student council if the student council does not want to assume the responsibility which goes with practice in participating in community control. Similarly it would be impractical for a school administrator to insist on a dramatics club if the population of the school is too small to provide adequate group participation or if none of the students wish to "act."

No school officials charged with the selection of activities should feel bound by maximum or minimum number. The selection should not result from legislation, but rather should grow from a desire of students to participate and from faculty to cooperate with student leadership. If only one activity is appropriate for the number of students in the school or the interest indicated, then only one should be part of the school program. Until interests are aroused, no new activities should be initiated.

The selection of sponsors by a chance criterion rarely leads to a successful activity experience for either the students or the adviser. The small school should not attempt to promote an activity if no staff member has the interest or training to accept the responsibility. Such a school is in an ideal position, however, to provide sponsorship to a selected program which

has the personal relationship and guidance possibilities that no large school program could hope to achieve.

What is the substance of the article? In summary, the following points have been explored:

1. It should be acceptable to school board and school administrators to utilize the school building for any purposes which have defensible educational objectives.

2. The institution of an activity program should be preceded by an assessment of both

needs and desires of students and faculty with their willingness to accept the commitments involved along with corresponding responsibilities.

3. Sponsors should be selected on the basis of their qualifying background and experience rather than upon the theory that, "the job has to be done and any teacher can do it."

4. The small high school should allow only those activities within their curriculum which serve a definite purpose and for which there is a general readiness on the part of both students and faculty.

*The efficiency of a student council is greatly enhanced when officers and sponsors are able to enjoy and employ ideas and inspiration acquired in a workshop.*

## The "Cream of the Crop"—At a Workshop

**W**E SAY THEY ARE THE "CREAM OF THE CROP"—the student council officers, elected by the student body as its leaders for a year. And they usually are the "cream of the crop." A summer student council workshop brings together the top student leaders from over the state for a week of problem solving, exchanging of ideas and practices, and perhaps most important of all—the consideration of the *purpose* of the student council. Goals cannot be set or reached, activities cannot be selected or planned, personal growth of leaders cannot be attained to the maximum, if the purpose of an organization is not clear and meaningful to its members.

Leaders must be "in action" to be real leaders. To insure worthwhile experiences for student council leaders and worthwhile results of their leadership, the purpose of the council and methods of leading and developing council members all need to be understood and demonstrated. One answer—or a big step in the right direction—is the summer workshop.

After a workshop, students and sponsors agree that the experiences, contacts with other students and faculty leaders, and the group discussion of common problems bring understanding. The realization that—as leaders—this group has a real contribution to make to their student bodies is of unlimited value.

Does your state have a student council summer workshop? If not, you have a thrilling

**LILLIAN SHUSTER**

*Director of Extracurricular Activities  
Ponca City Senior High School  
Ponca City, Oklahoma*

experience ahead of you if you will attend one in a neighboring state, or if you will help set up a student council workshop in your own state.

Consider the following suggestions which grew out of the evaluation of last summer's Oklahoma Student Council Workshop, and then *begin planning your own workshop*:

Select an expert consultant (Dr. Harry C. McKown!) and capable faculty sponsors for each discussion group. (About 15 in a group.)

Arrange group housing in boys' and girls' dormitories for students and sponsors, with regular dormitory personnel in charge.

Prepare a special workbook for daily use.  
Have a meal ticket permitting selection of food.

Have membership of groups remain the same throughout the workshop.

Keep the sponsor and co-sponsor with same group during the entire workshop.

Inter-group consultants are helpful, but should not "take over."

Keep discussion on planned topic . . . mostly.  
Schedule some time for topics introduced within a group.

Plan for supervision of a library period.  
Expect all students to attend regularly.

Have a supper, a vesper service, and a mixer the first evening.

Have an early talent survey in each group to check the possibilities for a talent show. Perhaps the local high school could supply some numbers.

Give a certificate at close of workshop to indicate satisfactory completion of requirements.

Schedule special sessions for presidents, vice-presidents, and secretaries.

Have two reports from the discussion groups each day with each group reporting during the workshop.

Have all recorders turn in daily reports even though they do not make oral reports.

Schedule a definite time each day for school delegations to meet together.

Schedule some time each day to teach and practice parliamentary procedures.

Have a demonstration model student council meeting with one or two problems to solve.

Arrange for sponsors to have workshop study outline ahead of time, so they can bring their own books and reading lists.

Plan orientation of group discussion leaders a day early with extra expense covered from general workshop receipts.

Have student chairman lead discussions *after middle* of workshop, not before then.

"Lights out" should be enforced.

Stress close sponsorship of students by their school sponsor.

Ask school sponsors to see that students understand that they are to participate in *all* of the workshop group activities—library period, assemblies, recreation, meals, etc.

Recommend that schools not send the same student to the workshop for two years.

Keep faculty and student evaluation sheets separate to determine growth in each group.

#### DAILY SCHEDULE FOR OKLAHOMA WORKSHOP

|             |  |
|-------------|--|
| 7:30-8:30   | Breakfast  |
| 8:30-9:15   | General Assembly<br>Opening Ritual<br>Morning Devotional<br>Overview of day's topic by Dr. McKown<br>Announcements |
| 9:15-9:25   | Rest break   |
| 9:25-11:00  | Group Sessions   |
| 11:00-11:10 | Rest break   |
| 11:10-12:00 | Library study period   |
| 12:00-1:00  | Lunch  |
| 1:00-2:00   | Group Sessions   |

|            |  |
|------------|--|
| 2:00-3:00  | General Assembly<br>Group reports (Two each day)<br>Evaluation and summary by Dr. McKown |
| 3:00-5:30  | Rest, recreation, and completion of assignments  |
| 5:30-6:30  | Dinner   |
| 6:30-10:00 | Planned entertainment  |
| 10:00      | In dormitories   |
| 11:00      | Lights out and quiet   |

#### Workshop Activities should include:

A workshop student council with officers and committees with representatives from each discussion group and/or

Workshop committees with assigned sponsors and with representatives from each discussion group.

#### These committees could include:

A host committee for each evening's planned entertainment

An activity committee

A project committee

A citizenship committee

A workshop improvement committee

An evaluative committee

In letters to schools about the workshop, suggest that—

If a student council sponsor cannot attend the workshop, suggest that the school send a faculty member interested in counseling or extra activities.

Schools plan to send student council officers *each year* because each group will benefit from the experience and thereby help the school to have a fine council each year.

School pay expense of entire group. Some additional remuneration should be given to the student council sponsor if possible.

Principals, as sponsors or workshoppers, are most welcome!

Who pays for the workshop? Those who attend!

Allow about \$4 a day for room and food for each person attending.

Charge a registration fee of about \$20 for each school to cover the general expense.

Set a goal of thirty schools with a sponsor and four students from each.

**REMEMBER**—these are suggestions!

**EDITOR'S NOTE:** The author has been active in local and state clubs and organizations. She has served as Executive Secretary of the Oklahoma Federation of Student Councils. She is currently coordinator of the Oklahoma Workshop. The Workshop will be held at Oklahoma A. and M., Stillwater, July 28-August 1, 1957.

*New Jersey's first state leadership camp for student council officers and members is outstandingly successful—the forerunner of regular annual meetings.*

## State Leadership Camp Is Unique

THE STUDENT DELEGATES were greeted by thunder, lightning, and rain as they arrived at the camp in the northwest mountains of New Jersey. Representing seventy-five high schools from all parts of the State, the students were soon located in their cabins, getting acquainted with cabin mates and counselors, and starting to plan for stunt night. Thus, in the midst of inclement weather and inevitable confusion on the Sunday before Labor Day, 1956, the first Student Council Leadership Camp in New Jersey got under way.

Fifty hours later, when the campers were about to leave, a bright picture of successful achievement emerged. The dampness of the weather was contrasted to the warmth of new friendships. Plans had been carried through and were appreciated.

On the evaluation blanks comments such as these were commonplace: "It was wonderful. I wish every teen-ager in the United States had a chance to do what we have done." "Wonderful! To think back, it is surprising to see how much we have accomplished in such a short time!" New Jersey had been added to the growing list of states which annually hold summer student council workshops. Much has been written on the subject. But each conference has probably some unique features, which, if described, might prove helpful to those who are planning their own workshops.

One of the unique aspects of the New Jersey experience was the way in which the planning was done. Although the conference was sponsored by the New Jersey Association of High School Councils, a number of other groups and agencies, state-wide in influence, cooperated from start to finish.

More than a year before the event was to take place, the student executive committee of the N.J.A.H.S.C. voted to sponsor and subsidize a leadership summer workshop subject to the approval of the Advisory Committee and of the delegates at the business meeting of the annual conference. Upon obtaining Advisory Committee approval along with suggestions for location, the proposal was submitted to various

**FREDA W. MARDEN**  
**DON S. HITCHNER**  
**WILLIAM S. STERNER**  
**New Jersey**

groups concerned in some way with student council work in the state.

Initial public discussion took place during a general session of the Fourth Annual Workshop for Student Council Sponsors at Rutgers, the State University, which was attended by about 125 sponsors, principals, and college officials. A brief presentation of the idea was followed by a description of the possible site, the camp of the New Jersey State School of Conservation.

Testimony was given by those present concerning the need for New Jersey to organize a conference for the training of student council leaders. Not a dissenting vote was cast on the motion favoring the plan. The sponsors liked the idea very much.

The student leaders of the state, meeting at the annual conference of the Association, in November, 1955, considered and passed a motion to sponsor a summer leadership training conference. Furthermore, the students agreed to underwrite the camp with its own limited treasury. These students represented more than 200 member high schools and therefore spoke with some authority for most of the state's high school students who might attend such a camp.

Further approval came from the New Jersey Secondary School Principals Association and the New Jersey State Department of Education, both of which organizations have representatives on the Advisory Committee. Also the School of Education of Rutgers, the State University, formally approved the project and agreed to provide consultant and other services. Thus, influential adult groups lent their support to the proposed camp.

By January, 1956, the groundwork was laid for detailed planning. A coordinating committee was authorized to work out the details and to put plans into action. The executive secretary of the sponsoring organization, Mrs. Freda W.

Marden, served as chairman of the group. Mr. Benton Cummings, Educational Program Director of the New Jersey School of Conservation, advised concerning program and camp facilities. Mr. Don S. Hitchner, Administrative Assistant of East Orange High School, represented the New Jersey Secondary School Principals Association. Dr. William S. Sterner of Rutgers, the State University, served as consultant.

A brochure, prepared by the coordinating committee, was sent to the 235 member schools. It stated that the sponsoring state student council association was assisted by four adult groups: the New Jersey Secondary School Principals Association, the New Jersey State Department of Education, the School of Education of Rutgers, the State University, and the New Jersey State School of Conservation. Very likely the prestige and behind-the-scenes help of these state-wide agencies contributed greatly to the ultimate success of the project.

When the coordinating committee first met, the broad outlines of the camp had already been spelled out. The dates had been settled upon. The site was to be Camp Wapalane, which is operated by the New Jersey State School of Conservation and is located in Stokes State Forest. Enrollment was to be limited to 130 student delegates—65 boys and 65 girls from schools that were members of the N.J.A.H.S.C. Each high school was permitted to reserve places for either one or two students, but the school which wished to send two was allowed to send only one girl and one boy.

The brochure requested schools interested in sending delegates to return the form with the registration fee, even though student delegates were to be named later. Upon receipt of the form and fee, the committee forwarded to the sponsor a sheaf of application blanks and information sheets for each student delegate. All registration was to be completed before the close of school in June. After the quota was filled a number of applications had to be returned.

It may be pointed out that this conference was designed for students exclusively. This differs from the practice in most other states. Only sponsors selected for the staff were present at the camp. There seemed to be no need in New Jersey to provide for council sponsors at the camp, because in recent years each fall Rutgers,

the State University, has held a sponsors' workshop. At that time the special problems of council sponsors are considered.

Besides the work of registration, which was carried out by the executive secretary during the spring months, the coordinating committee met frequently to select the staff and to plan the program. A staff of ten highly qualified sponsors and administrators was augmented by ten junior counselors. The latter group was composed of former officers of the state student council association who were at the time students in colleges and universities. They contributed greatly to the spirit and life of the camp.

As a new project, the workshop was limited to a period of two days, from Sunday afternoon to Tuesday afternoon. However, those fifty hours were packed with activities—one following the other so closely that the students were sometimes left breathless. Often they wondered what had happened to the time. Needless to say, there were no disciplinary problems, no one was bored, and there was no griping.

Each participant received a copy of a thirty-page manual that had been prepared especially for these days. The manual contained, among other things, sixteen pages devoted to study guides for the topics to be covered. As a basis for these guides, material used in other workshops was adapted and expanded by the instructors for use in their classes.

Other pages of the manual were devoted to such items as time schedule of activities and classes, names and schools of delegates, list of staff and junior counselors, a map of the camp grounds, and selected bibliographies. Delegates received, in addition, a mimeographed songbook prepared for use at assemblies, mealtimes, and outdoor gatherings.

Delegates were housed in substantial and comfortable cabins, each containing ten students and two counselors. A cabin of boys and a cabin of girls formed a group for purposes of attending classes, dining-room seating, and for planning social activities. A dean of boys and a dean of girls supervised the housing arrangements and conduct in general. Junior and senior counselors lived with each group and accompanied the students to classes, ate with them in the dining hall, and participated in the social events.

Each group attended six classes, each one hour in length. The topics studied were: aims of

the student council, organization of the student council, techniques of group leadership, council projects, parliamentary procedure, and evaluation. There was a special group organized for junior high school delegates.

A library period was scheduled for each group when students had the opportunity to browse through books, magazines, and pamphlets relating to student-council activities. A professional librarian loaned to the camp by the State Department of Education set up the display and advised students regarding reference material.

Recreational phases of the program included swimming and boating, and the other activities usual in this type of conference: a cook-out, stunt night, square dance, games, and plenty of singing. An inspirational vesper service and four general assemblies completed the number of major activities packed into fifty hours.

The list of activities does not, however, give any idea of the spirit pervading the conference. The interest of the staff and instructors was matched by the eagerness to learn and the enthusiasm displayed by the students. Each one learned a great deal about student council. Each one had lots of fun.

Some measure of the success of the program may be found in the results of an evaluation made by the participating students during the closing hours of the conference. Replies were received from ninety-six of the campers. The following table indicates the general sentiment of the group toward this leadership conference.

TABLE 1.  
*Ratings given by student campers to the several phases of the camp*

| ACTIVITIES         | RATINGS   |      |         |      |      |
|--------------------|-----------|------|---------|------|------|
|                    | Excellent | Good | Average | Fair | Poor |
| Discussion Groups  | 20        | 58   | 13      | 3    | 0    |
| Recreation         | 51        | 32   | 9       | 2    | 1    |
| Evening Activities | 78        | 15   | 2       | 1    | 0    |
| Housing            | 50        | 38   | 8       | 1    | 0    |
| Meals              | 23        | 52   | 13      | 6    | 0    |
| Faculty            | 77        | 17   | 1       | 1    | 0    |

Student comments on the evaluation blanks further indicated the success of the conference. Typical statements were:

"I had a wonderful time. Please have more conferences."

"This was the first time I had the opportunity to meet other council officers and discuss the organization and workings of their councils. On the whole, this was

a most enjoyable and educational conference. My only hope is that the next one will be longer, and that I can attend."

"I thought the program was wonderful. I would give credit to all who were responsible. We learned but we enjoyed ourselves."

"This is the perfect place for recreation. And, believe me, the recreation was perfect."

"Very well planned. We were always doing something different."

"Picnic, square dance, and get acquainted activities were fabulous."

"The greatest! Although I have danced square dances all my life, I have not recalled any to excel the dance on Monday."

"I found not a minute in which I had nothing to do."

"We were very well housed."

"You got used to living with other people and to assuming responsibility."

"I never had meals as good at a conference of this type."

"I loved the cookout."

"Meals delicious, way of serving unique."

"Faculty spoke as if they really believed us and wanted us to succeed."

"Understanding, considerate, very helpful, and informative (faculty)."

"Not enough time for discussion."

"Groups were well led and interesting."

"Discussion groups were very profitable and beneficial."

The demand for a leadership training conference for next summer was unanimous on the part of students, staff, and sponsors. Approval has already been expressed at the business meeting of the students' annual conference and by the Sponsors at their Workshop. The place will be the same, but at the enthusiastic insistence of all concerned, another twenty-four hours will be added. The likely dates are August 28 through 31, 1957.

EDITOR'S NOTE: This manuscript was cooperatively prepared by Mrs. Freda W. Marden, Executive Secretary of the New Jersey Association of High School Councils (P.O. Box 173, New Brunswick, New Jersey); Mr. Don S. Hitchner, Administrative Assistant, East Orange, New Jersey, High School; and Dr. William S. Stern, Associate Professor of Education, Rutgers, The State University, Newark, New Jersey.

## How To Be Thoroughly Disliked by Everyone on The Campus

ERWIN F. KARNER

2127-A South 34th Street  
Milwaukee 15, Wisconsin

Are you tired of pleasing people on campus?

Week in and week out, you, the editor, have been trying to publish a newspaper and keep everyone happy. You don't always succeed, but you keep trying.

Now you are ready to stop trying. You want to make as many enemies as possible. Everyone should hate you—despise you.

But you don't know how to accomplish this result! And no book has been written to help you. How does a school newspaper and newspaper editor succeed in making enemies? Here are almost three dozen ways to help you in your position. (Or might they be used for just the opposite purpose?)

1. Never allow the newspaper to appear at a definite time. Appear a day or two late or never appear at all.

2. Never place copies of the newspaper in a place where they can be obtained easily. Certainly, don't let anyone know where copies can be obtained on campus.

3. Print only the news which has happened to people who are on the staff of the school newspaper or to friends of people who are on the staff of the school newspaper. Never try to obtain additional news, and refuse to print news which has been brought in by an outsider.

4. Print the gossip and rumors which are about on the campus.

5. Don't be concerned about the freshness of the news; any old thing is all right, just so it happened since the last issue appeared or will happen before the next one appears.

6. Mention as few names as possible in the newspaper; don't allow the reporters to obtain all of the names of people who are doing something about the school.

7. Never mention any teachers' names.

8. Always omit some vital information from the news stories.

9. Don't report the result of athletic contests accurately. One might even go so far as to print the wrong information as to the victor and loser in athletic contests.

10. Never report events, including athletic contests, accurately. Have the right people doing the wrong things. Have the right half-back score the touchdown instead of the left, even though the latter did score it.

11. Don't be too concerned with the facts which are in the news stories. Don't be concerned if readers are being misled.

12. Write headlines which are not suited to the story. Mislead readers further.

13. Never report interviews correctly. Misquote people as much as possible.

14. As editor, have as many of your friends

write columns for the newspaper as possible.

15. Don't print the school honor roll on the grounds that it is of interest to a particular group at the school only, and you are not on it anyway.

16. Always print pictures which are of such poor quality that hardly anyone or anything can be distinguished in them.

17. Don't identify people correctly in the pictures which you print.

18. Don't take care about the spelling of names in the newspaper; don't copyread material with the intention of catching misspelled names.

19. Never allow people concerned about an article to see it before it is printed. They might object to something in it, and the reporter would only be forced to rewrite it.

20. Act as uninterested as possible when someone on campus asks for a reporter to cover a campus activity, and forget to send one after you have given a promise.

21. Don't have any rewrite people on the staff; take the stories just as they are sent in and pass them on to the printers.

22. Don't proofread the paper. Let there be as many spelling mistakes and errors in punctuation in the paper as possible.

23. Don't ever be concerned about the make-up of the paper. Allow the front page to be as messy as possible.

24. Announce that stories will be continued on one page and then continue them on another.

25. Pick out individuals in the student body or on the faculty to attack in your editorial columns.

26. In a controversy, never allow the other side to defend itself in the paper.

27. Always attack something in the editorials which the readers know nothing about. Don't bother to inform them of the facts which prompted the editorial opinion.

28. Print the wrong addresses or telephone numbers of the people who advertise in the ads in the newspaper.

29. Misquote prices on articles or describe them incorrectly in the ads which you run.

30. Don't put staff members' names in the masthead.

31. Never give by-lines to reporters or feature writers.

32. Never give staff members definite assignments, and bawl them out, anyway, when they don't get them.

33. Don't have any definite system for promotions, and leave staff members in the dark as to how better positions on the staff can be obtained.

34. Never pay the bills for the newspaper on time. Also, forget to obtain receipts so that the business office doesn't know how the money was spent.

*It's an excellent all-school undertaking that allows students and faculty alike to participate in an educational and cultural project for the entire community.*

## Operetta Inc.

**W**ATCHING THE ANNUAL OPERETTA presented by Amherst Central High School in Snyder, New York, mushroom into shape is like watching a giant grow! For the past four years, the productions have involved students in more than eight of the School's departments in practical classroom work. Almost every extracurricular activity has actively participated or supported them, and the productions have had the unanimous support of the community.

The story of how Amherst has made operettas successful educational and cultural ventures on a school-wide basis will interest both faculty members and students who would like to gain a real feeling of accomplishment from their activity programs.

The first post-war operetta presented at Amherst in 1950, *H.M.S. Pinafore*, carried on a tradition that had begun many years before. In December of 1950, conversation between classes at the lockers began to center on Gilbert and Sullivan.

"Who's that?" a six-foot-plus basketball star questioned.

The trumpet player next to him informed him, in no uncertain terms, that Mr. Gilbert and Mr. Sullivan were co-composers of *H.M.S. Pinafore* and that the Senior High Chorus and A Cappella Choir were combining with the High School Band and Orchestra to present this operetta in February. The trumpet player was dismissed with, "Aw, that's sissy stuff!"

Faculty members and students who knew Gilbert and Sullivan wondered about the proverbial high school tenor problem. They thought that sets, costumes, and music would most probably be on the non-professional side. During that trial year, the operetta's only loyal groups were the performers and players themselves. They let the criticisms go on; they left the questions unanswered. The cast, orchestra, and stage crew

**VIVIAN J. JUDGE**  
*907 Walnut Avenue*  
**Syracuse 10, New York**

worked quietly and steadily together toward their common goal.

The basketball player had decided that he might as well go and see what this Gilbert and Sullivan thing was all about, and he slid into his seat on opening night in the packed high school auditorium. There were many in the audience like himself who had heard a lot about "the operetta" in the past month, but knew little or nothing about such musical expression. Many others smiled good-naturedly at the thought of another high school amateur production of Gilbert and Sullivan.

And then it happened! *H.M.S. Pinafore* sailed across the Amherst stage amid excellent, colorful costumes, and beautifully constructed sets. Sir Joseph's "sisters" and his cousins and his aunts" were British to the core. The Ship's crew sang their lusty songs with a vengeance, and the leads were superb in their singing, as well as in their interpretation of the roles. People were amazed at the high school junior who appeared out of the student body with no previous singing experience and a wonderful voice to become Ralph Rackstraw.

The testing period was over, the goal had been reached, and Walter E. Reitz, Amherst's musical director, had succeeded in producing a first-rate show. Mr. Reitz was ably assisted by a production staff that included hard-working faculty members.

Many of the students seated in the audience on that first opening night were sorry that they had not been a part of the operetta. It was then that things began to happen. From the first, the Administration and Board of Education had been interested and aware of the apparent success of the initial operetta. They agreed wholeheartedly with the Music Department faculty when they

said that this could be a bigger and better production. Plans for the operetta of 1951 were set in motion that spring.

There was a record turnout for the Senior High Chorus in September. Chorus was not as difficult to break into as was the A Cappella group and the six-footer, who also played basketball, was among the first in line for the tryouts. The operetta was, of course, not the only program that the Amherst Choirs had to look forward to, but it was not long before Mr. Reitz passed out some cream-colored books labeled, *The Mikado*—Chorus Score.

The 1951 production was to be one of the more difficult Gilbert and Sullivan works. In order to do the most professional job possible, costumes of the leads and sets were rented from theatrical supply houses and, in this category, the expense was not spared. The cast chorus' costumes were borrowed from community residents or rented by individual students.

A group of students, talented in art, formed a poster committee and advertising for the second production began. Other pupils were involved in a makeup committee. Ushers came from the Orchestra and Band and included those not playing in the operetta orchestra.

The *Mikado* production staff had many more members than the previous staff had boasted. Two members of the Physical Education staff acted as Directors of Dances and Ensembles. The English, Printing, and Mathematics departments contributed an Associate Director, a Printing Chairman, and a Business Manager, respectively. The Dramatics department chief became the show's Technical Director. Mr. Eugene Kaza, Director of the School Orchestra, acted as Associate Music Director with Mr. Reitz. Students on the main staff included only a student Music Director and a Stage Manager.

Manpower behind *The Mikado* greatly outnumbered the *Pinafore* production. New and greater problems were presented and solved, sometimes by students, and sometimes by faculty on the staff of this extracurricular activity that was getting bigger all the time. Few of the members of the girls' chorus that year will forget the two cases of prune juice bottles that miraculously appeared on opening night. The bottles had been filled by the drama coach with his own home-brewed makeup that he guaranteed would make any American girl a Japanese beauty.

By the beginning of January, there was ex-

citement in the air that no one could miss, and students assigned to no particular committees pitched in to help with the final preparations. There was a pride here that is seldom present in such mass projects.

The *Mikado* company was in mid-week rehearsal when they were paid a visit by an Amherst High School graduate who had been a lead in a pre-war production of the same operetta. James Whitmore, of stage, screen, and television fame, sang KoKo's solo to the delight of the entire cast. Jimmy's greeting and talk to the group was timed perfectly, and *The Mikado* was one of the greatest productions in Amherst's history.

#### HANDWRITING ON THE WALL

By this time, it was evident that Amherst had something in this annual operetta idea. The willingness of students to work for the show whether they were on stage or behind it, was proof enough of that. The community had shown grand support, and were getting their money's worth in entertainment.

*The Red Mill* was decided upon as the 1952 production, even though greater expense would be involved. Royalties had to be paid plus many other expenses. As usual, this production was presented on three consecutive nights. A performance that was perhaps comparable to a Boston run was given as a matinee before the evening shows. Tickets for *The Red Mill* came at the bargain rates of only 50 cents for students and one dollar for adults.

Although the production staff was kept to a minimum number of members, student committees tripled for this show. By the time Gretchen had been rescued from the mill, the resources of more students and teachers than had ever been engaged in any like undertaking at Amherst, had been enlisted. Two hundred young men and women appeared in the cast, the orchestra, or in other duties in connection with the staging and management of the performance.

The music department had been assisted by the art, the dramatics, the homemaking, the industrial arts, and the physical education staffs and pupils. This was truly an all-school undertaking and, through the support which the audiences gave, it became an enterprise of the entire community.

It was found that, through this cooperative method, expenses could be cut. The mill itself

was constructed by an industrial arts faculty member and painted by a Senior art class. The student publicity committee printed book marks advertising the production and distributed them all over town. Youngsters interested in drama obtained valuable experience on the makeup committee.

The books of the 1952 production showed no red ink at the end of the show's run! The majority of the School's growing student population, which had reached 1300, was clamoring for a chance to "work on the show next year."

That summer, a group of interested students met with Mr. Reitz to discuss possibilities for the 1953 show, which of course, was going to be the best ever given. Somehow, sentiment ran high for Gilbert and Sullivan. Seniors and Juniors couldn't erase the memories of *The Mikado* from their minds. Something colorful was what they wanted, and *The Pirates of Penzance* was the final choice.

The grand total of the *Pirates* production staff was 17. More of the total student body was included in the show. In place of the original two students on the main staff, six appeared. The production staff breakdown shows the complicated structure of the operetta.

| Faculty                       | Student                         |
|-------------------------------|---------------------------------|
| Producer-Musical Director     | Student Music Director          |
| Stage Director                | Stage Manager                   |
| Dance Director                | Assistant Stage Director        |
| Associate Music Director      | Accompanist                     |
| Technical Director            | Student Business Manager        |
| Scenic Construction           | Second Assistant Stage Director |
| Printing and Engraving        |                                 |
| Costume Design and Production |                                 |
| House Manager                 |                                 |
| Art Adviser                   |                                 |

The performers turned out the same amazingly professional job on *Pirates* as had been done in the preceding three years. Still more amazing were costumes, the sets, and the stage properties. Everyone, with the exception of the costumes of the principals, were designed, constructed, and made by the students and faculty of Amherst. And every article could stand proudly in line with the show itself with its musical score unabridged, like that used in the New York stage production.

Recent operettas at Amherst include *Naughty Marietta*, *Brigadoon*, and other all-time favorites.

The operettas have had far reaching effects on the entire activity program of the High School. The School paper and yearbook find many feature articles about it to fill their columns. With

the increased student technical production in 1953 came a new group—the Scenic Construction Club. Students interested in advertising have increased their knowledge of modern techniques in planning publicity for the shows. The musical experience for talented students has been invaluable.

Perhaps the best realization to come from the production of an annual operetta at Amherst, has been the keen and mutual understanding of students and teachers gained by working together toward the common goal of a colossal extracurricular activity.

EDITOR'S NOTE: The author of this article is currently a student in Syracuse University and is a graduate (alumnus) of Amherst Central High School, Snyder, New York.

## Committee Completes An Assignment

**TOM S. LUBBOCK HIGH SCHOOL**  
**Lubbock, Texas**

Members of the student body at the Tom S. Lubbock High School, Lubbock, Texas, promote many activities, clubs, social affairs, trips, etc. The picture depicts members of the publicity and information committee showing joy and satisfaction at the completion of an assignment of making posters at a poster painting party.



**Satisfaction Is Predominant**

Some of the many additional activities include pep meetings, a football exchange trophy, pre-school student council workshop, original assembly programs, band performing in the halls to promote school spirit, homecoming programs and activities, as well as many others. Robert Knight is the director of student activities in the school.

***There are sports; and then there are sports. Time and energy and money should be utilized to promote activities and sports that will be pursued indefinitely.***

## **Why Not Teach Fishing?**

**F**ISHING, either alone or with a friend or two, on a beautiful lake or stream is one of God's greatest gifts to mankind. Whether you are a "fly-rod purist," a "hardware user," or-a "worm dunker;" whether you catch a fish or get "skunked," the writer thinks you will agree with the following statement: Every boy or girl should be introduced to fishing by someone who knows how to fish; knows children; and who, desires to share his enjoyment of fishing with as many others as possible.

Sporting authorities claim that fishing is America's largest participating sport today. Each year the crowds became larger as young and old pick up their tackle, descend to the streams and lakes, and stand shoulder to shoulder while they attempt to catch fish—at least get nibbles or strikes.

Numerous publications and books are published yearly about fishing—its values and pleasures. Thousands of articles are printed telling the fisherman what lures to use, what kind of lines to use, how to tie flies, construct a home-made rod—on and on the stories and articles about fishing are published.

Still every year schools across our country spend millions of dollars to sponsor and teach young people to play baseball, basketball, and football. All three of the previous mentioned sports require the participants to be young, superbly conditioned, available for long periods of practice, and generally to be selected by someone else in order to play. On the other hand, fishing is a sport in which youth and physical condition play a secondary role. Patience, perseverance, and good sportsmanship are the prime factors needed to enjoy this sport. If some of these millions of dollars were used to show boys and girls how to make and use fishing equipment, how to practice good sportsmanship on our already overcrowded lakes and streams, how to conserve and appreciate our national resources, and to spend their leisure time wisely, then and only then will this money really be spent wisely.

The true fisherman, as a breed, seems to be disappearing from our waters. Each succeeding season one hears more complaints from the real

**GEORGE M. BROWN**

***H. B. Milnes School***  
**Fairlawn, New Jersey**

fisherman about the people who foul his lines, throw stones in the water, row over the hole he is fishing in, take more than their fair share of fish, litter the banks of streams—in short, do all that they can to ruin the sport and pleasure of all fishermen. In order to understand why this happens we must stop to think how people learn to fish.

I think most young people learn to fish by observing other people fishing. If they happen to be fortunate enough to observe a real sports-minded fisherman they will have learned much. But, should they watch many of the adults they will see along our lakes and streams they will learn many of the undesirable habits which the poor sportsman practices.

You may ask why should fishing be taught in schools? A good teacher can teach young people more about biology and general science, wise use of our natural resources, and use of leisure time—provide more relaxation and exercise, and demonstrate good sportsmanship and consideration of fellow human beings in nature's free laboratory than in any classroom in school.

You say there are sporting clubs and they are reported to do a fine job in training our youth to follow the lines of good sportsmanship. However, the author's hypothesis is that they are limited by the desires of their members and are apt to be very sporadic in their drives to educate the youth of the country. Another weakness they seem to have is that they apparently favor the teen-age group over the ten, eleven, and twelve year olds.

Almost every teacher will agree with the writer when he says that a series of planned experiences progressing from simple to complex seems to be the best method of instructing a skill. If this is true—then a similar method should be used to teach children how to fish by an instructor who knows his "subject matter" using the best educational tools available for the purpose.

The writer is positive he can take one or two youths, in the ten to twelve bracket, out to a lake or stream and teach them many things about fishing because he has tried it and has seen the results of his assistance and instruction bear fruit. However, the only technique has been to take them out for a day and carefully and willingly explain things, demonstrate methods, and answer questions. This is not enough.

There are a few books about fish and how to catch them written on the child's reading level. There are many books written about the various skills for adult consumption. But, the writer never chanced on a book that attempts to set down any order or steps needed to accomplish a job of teaching a child *how to fish*.

A number of items are listed here that should seemingly be included in a good course on fishing.

1. Types of fishing rods and the purposes and limitations of each type.
2. Types of lines used for fishing—their sizes, shapes, and uses.
3. How to match a line to a rod.

4. Types of metal, wooden, and plastic lures and ways to use them.

5. Types of natural baits—how to collect them, keep them alive, and use them.

6. Types of artificial flies—how to select them, when to use them, and how to present them effectively.

7. Types of clothing to be worn while fishing in order to remain comfortable.

8. Some information about fish concerning their habits of feeding, waters found in, and reactions to climatic conditions.

9. Locations of good fishing waters fairly close to home.

10. Lessons on bait casting, fly fishing, and spinning.

11. Knowledge of fishing regulations pertaining to the students' home state.

12. Manner of raising and stocking fish being carried on in the students' home state.

13. How to break down, clean, and make minor repairs to rods and reels.

14. Attend at least one meeting of a local "Rod and Gun Club."

15. Safety measures to be observed while fishing.

16. A sound introduction to the often unwritten code of manners observed by all good sportsmen.

17. The importance of conserving our fish instead of bringing home as large a catch as possible.

Fishing is fun and teaches too many important things in life to a person to let it go on the way it seems to be headed.

*School attendance is more enjoyable, more meaningful when excellent facilities, adequate curriculum, activity program, and social affairs are in evidence.*

## The Role of Picnics in the Extracurricular Program

**P**ICNICS ARE ONE OF THE MOST POPULAR SOCIAL ACTIVITIES which classes or home rooms may sponsor on a Sunday during the end of May or early in June. With a resourceful chairman and an efficient committee the entire class or home room, their guests, and the members of the faculty and the administration can enjoy a most pleasant outing which will not be expensive to run.

The informality of a picnic provides an opportunity for students to become better acquainted with their classmates and with their instructors. Competitive and novelty games, swimming, boating, canoeing, and cooking out-of-doors offer the student and the instructor the relaxation, fun, and enjoyment which help to relieve the monotony of indoor social activities.

### DUTIES OF THE CHAIRMAN OF PICNIC COMMITTEE

The class president selects the chairman of the Picnic Committee and acts as an ex-officio

HERMAN A. ESTRIN

*Department of English*

*Newark College of Engineering*

*Newark, New Jersey*

member of the committee. It is the responsibility of the chairman to choose the subcommittee chairmen and help select committee members, coordinate the activities of each subcommittee, render a complete report of this committee, serve as a liaison between the committee and the class and between the committee and the faculty and administration, and send letters of acknowledgment to each of his subcommittee chairmen and to any other person or agency who renders service to the Picnic Committee or to the class.

### INVITATION COMMITTEE

(At least four members)

At least four weeks in advance, the committee should send its invitations to the members of



practical and efficient way to handle the transportation problem. Through the class or home room representatives, couples or individuals who lack transportation will be matched with those who have cars.

#### ACKNOWLEDGMENTS

After the picnic the class or home room president should write a letter of thanks to the chairman of the Picnic Committee. Expressing his thanks for their cooperation and efforts, the chairman should write a letter of appreciation to his subcommittee chairmen and to the agent of the picnic area, especially if courtesy and consideration were shown to the group. He should also write his thanks to any other person who

has rendered outstanding assistance and service to the committee.

#### EVALUATION

The chairman of the Picnic Committee should request that his subcommittee chairmen submit to him a complete report of their findings, proceedings, and suggestions. He then should prepare a comprehensive report of his subcommittee's recommendations and submit one copy to the recording secretary of the class. In addition, the chairman should collect copies of the notices, maps, posters, invitations, carpool lists, and any other item pertaining to the picnic which will prove helpful to future classes sponsoring this activity.

*A study of present procedures in promoting assemblies in the high schools reveals many modern trends and practices that promote better assembly programs.*

## Organization and Administration of the School Assembly

**I**F THE ASSEMBLY PROGRAM in our high schools of today is to realize its potentialities, it must be a well-planned, carefully-organized part of the total life of the school and must be based upon sound administrative practices and policies. It does not follow that a standardized set of policies can be developed which will be equally applicable to all high schools.

Usually local conditions must be considered. The factors are many. Some are purely physical; for example, the auditorium and stage facilities. Others are human. The teachers, the students, the community are all conditioning factors to be considered in formulating wise procedure and policy.

A survey of assembly practices and procedures in 389 high schools randomly sampled from each state and the District of Columbia shows these practices to be characterized by a lack of uniformity. Individual schools appear to be adapting their programs and procedures to their own needs.

#### FREQUENCY OF THE ASSEMBLY

The information gathered on how often assemblies are held in the schools studied indicates that the plans of many schools are some-

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what flexible. The most common arrangement is the weekly assembly. This, however, is not the practice in the majority of the schools studied. Of the 389 schools, 225 reported some other plan. The daily assembly exists in only three schools and assemblies are held less frequently than one a month in only thirteen schools, or 3.5 per cent, of the schools responding. The larger the school the greater seems the tendency toward holding the assembly once a week.

It is somewhat disturbing to find approximately one-half of the schools reporting assembly frequency either irregular or less often than once a week. This may not reflect, however, a lack of faith in the value of the assembly. It may show, instead, a belief that the necessary planning and preparation which should go into an assembly program precludes scheduling it as often as once a week.

#### ARRANGING TIME FOR ASSEMBLIES

A majority of the schools in the study plan

their entire program in a manner to have regularly scheduled assembly periods. One hundred five, or 27 per cent, reported the use of a regularly scheduled activity period for assemblies. In the other 284 schools, 124 arranged time for holding the assembly by shortening class periods; 115, by omitting classes; 42, by either shortening the class periods or omitting classes; and, 3, by lengthening the school day.

No significant correlation can be noted between the size of the school reporting and the method used to arrange time for assemblies. The low percentage of schools making use of a regularly scheduled activity period for assemblies is rather surprising. The most satisfactory plan seems to be the use of such a period.

#### PLANNING AND REHEARSING PROGRAMS

Answers and comments on the question, "When are assemblies planned and rehearsed?" indicate that the arrangements of many schools are not too satisfactory. In 103, or approximately 28 per cent, of the schools responding programs are planned and rehearsed only outside school hours. There is some indication that class time is taken for the preparation of programs only if the class is involved.

Only 21 per cent of the schools use only the activity period for this purpose and another 14 per cent indicated that they use both the activity period and after school hours. It was mentioned in the answers from a large number of schools that the problem of arranging time for the rehearsal of programs is one of the most difficult ones.

#### LENGTH OF THE ASSEMBLY PERIOD

The length of the assembly periods was found to be as variable as the frequency with which they are held. Three hundred eighty-four sent information on the length of their assembly periods. Twenty-four schools vary the length of their programs to fit the occasion. Two hundred five schools reported periods of at least forty-five minutes, ranging from forty-five to sixty minutes in length. Only eighteen schools, or 4.7 per cent, of the 384 have assembly periods of less than thirty minutes.

Again no relationship was noted between size of school and practice reported. Size of school should not be a factor in the length of the assem-

bley program, itself. Allowance for time to assemble and return to classes might possibly cause some differential in the over-all length of the period.

It is encouraging to note that over 50 per cent of the school officials responding feel a need for an assembly period approximating in length the regular class period. They, seemingly, realize that an assembly of less than forty-five minutes can hardly be more than administrative announcements that could probably be better handled in some other way.

#### DAY OF WEEK PREFERRED FOR HOLDING ASSEMBLY

Friday and Wednesday were the days most preferred for holding assembly. Monday was the day least preferred and eight school officials stated as their preference, "any day except Monday." Friday's selection might possibly be due to the fact that most athletic contests are held on that day and would be the best time in the week to hold "pep" meetings.

Monday's unpopularity might be due to the time needed for staging the assembly and to the recreational value of assemblies scheduled later in the week. The size of the school reporting again did not seem to affect the preference given. The variety of preferences seems to indicate that no one day is best for every school. What may be wise procedure in one school may not necessarily be in others.

#### PERIODS IN THE DAY PREFERRED FOR HOLDING ASSEMBLIES

The time preferred for holding assemblies in the 389 schools reporting a preference, in the order of preference, are: (1) the last period in the school day; (2) the first period in the school day; and (3) the third period in the school day.

In fifteen of the schools studied the assembly period is a rotating or floating period, replacing the first, second, third, or fourth period in succession as the various assembly periods come round. Again the preference seems largely an individual school matter with size of school not being too much of a factor in which period is best.

#### USE OF AN ASSEMBLY CALENDAR

The majority of the schools (83 per cent) in this study have an assembly calendar which is planned in advance. The most general practice is to plan the calendar a year in advance. Such scheduling must be flexible enough to allow the scheduling of worthwhile programs which might present themselves after the regular schedule has been made.

The larger high schools are more inclined to plan calendars than the schools with enrollments of less than 400 pupils. Size of school does not seem to be a factor in how far in advance the calendar is planned.

#### FINANCING THE ASSEMBLY

No attempt was made in this study to determine the amount of money involved directly in the production of assembly programs. An attempt was made however, to determine from what sources any special funds for assemblies are derived. Only 153, or 39 per cent, of the schools reported the use of a special fund for the support of assemblies. The sources of these funds are quite varied.

Approximately 18 per cent of all schools studied finance their assemblies from funds allocated from the student activity budget, 6 per cent from money raised through various school projects, 4 per cent from pay assemblies, and 2 per cent from gifts and contributions. In only 9 per cent of the schools studied was this fund appropriated by the board of education.

No trend toward financing assemblies from public tax monies seems in evidence. This does not seem to pose any real problem. Since most programs arise in the classroom or extracurricular activity and are simple in nature, expenses are somewhat minimized.

Some of the other sources of funds listed above may be questionable. An educationally valuable activity in a public school should not have to rely on such things as magazine sales and candy sales for its support. Pay assemblies need to be wisely handled. They run the risk of excluding some pupils from a school activity because they are unable to pay the admission charge.

#### POLICIES GOVERNING ATTENDANCE AT ASSEMBLY

Educators who believe in the worth of the assembly see no reason why students should not

be required to attend all assembly programs. For the most part, those responsible for the assembly in the schools in this study agree. In only twenty-two, or approximately 6 per cent, of the schools studied is attendance at assembly optional with students.

Such a privilege on the part of students is less likely to be found as the school enrollment increases. The problem of control as a group increases in size seems evident in such a finding. Seven schools require attendance at some programs and make attendance at others optional. These optional programs are predominantly pay assemblies.

Several principals who reported optional attendance made the comment that, although attendance was a matter of choice, almost 100 per cent attended. The general idea expressed in the replies was that if programs are interesting enough students will prefer to attend.

A lessening amount of student freedom in the matter of seating arrangement for assemblies is noted as the size of the high school increases. Attendance of students at each assembly is checked in 144, or 37 per cent, of the schools studied. In many of the schools it is the policy for teachers to check attendance of their respective groups or home rooms. This practice necessitates a policy requiring home rooms or classes to sit in sections for assembly. Two hundred sixty-four, or approximately 68 per cent, of the schools studied have such a policy. One hundred fifty-two, or 39 per cent, have assigned seats for students during the assembly.

An attempt should probably be made to develop student control to the point where such measures as those mentioned above will be unnecessary. However, pupils are competent to take charge of an assembly program only so long as the audience is cooperative. Any other situation must be handled by the principal and/or the school faculty.

#### TEACHER ATTENDANCE AT ASSEMBLY

Evidently administrators who require pupils to attend assemblies see no reason why teachers should not attend. It seems significant that approximately 94 per cent of the schools studied require teacher attendance at all or at least part of their assembly programs.

It is to be expected that a large number of the schools which require teachers to attend

assembly also assign to them the responsibility of sitting with their home rooms or classes. Such an expectation is confirmed in this study.

Two hundred fifty-six, or 66 per cent, of the 389 schools reported this practice. The larger schools show a greater tendency to require such a practice. Several replies to this question were to the effect that, though teachers are not required to sit with home rooms or classes, they usually do.

The questions asked on teacher attendance throw some light on the matter of assembly discipline in the schools in this study. The large majority of schools which require teacher attendance at all assemblies and a somewhat smaller majority which require teachers to sit with their classes or home rooms seem to attest to the fact that a large amount of faculty control is deemed necessary.

That over 87 per cent of the schools studied never have an assembly in which students are completely "on their own" gives further evidence that eternal vigilance is deemed necessary by those in charge of the high schools in this study. This vigilance may have made it possible for 358, or 93 per cent, of the schools responding to report that discipline is not a problem during assembly in their schools.

Various comments made by those filling out the questionnaire emphasized that the key to good discipline in the assembly is a program in which students are interested. They seem to say that any school having trouble with discipline during assembly periods needs to carefully scrutinize the kind of programs being presented.

#### SUMMARY

A survey of present assembly practices and procedures reveals a lack of uniformity. Although many schools may be guilty of questionable practices, the majority of the schools appear to be adapting procedures to their own particular needs.

The testimonials to the worth of the assembly, given by many of those taking part in this study, are encouraging to one believing in the assembly as a vital part of the modern high school. The number of principals and teachers requesting a copy of the findings of this study suggests that they are interested in the opinions and practices of those with problems similar to their own in this area of school activity.

## Let's Give A Play!

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"Oh, are you giving a play?" asked the fellow faculty member who liked to help initiate new teachers. "That's the sort of thing you do when you're on probation."

Then and there, right in front of the faculty bulletin board of our junior high school, I vowed silently that I'd encourage my classes to give plays in assembly *after* I was on tenure—more than once, too. And so I have!

Despite lack of experience, a teacher—even one on tenure—can help a class gain fun and profit from the writing and giving of a play. In science classes, it is astronomy that sends us—right out into space, wild with imagination. However, even my eighth grade mathematics class found inspiration enough to write a play—about a boy who wished there were no numbers.

Of course, in the end the boy and his classmates were in such a mix-up without numbers to designate time, addresses, or even telephone numbers (worst loss of all to an adolescent!), that they finally wished numbers back again, knowing full well the evils that such a wish would entail.

How to wish numbers away and later wish them back involved considerable unmathematical argumentation, but in the end democratic procedure brought about some sort of agreement, with Teacher sitting in as a nearly-silent catalytic agent in the process.

"But if it's not an English class, how justify the writing of a play?" some may ask. Well, the facts the students learn while developing accurate, as well as entertaining, lines for the characters in the play can easily justify the writing in class, even to a teacher of the subject-tight-compartment point of view.

However, to avoid unwieldiness as well as to save time, the writer concluded that it is better to have a committee of volunteers from the class do the writing outside of class time, with several class discussions in order to get ideas from others who are not on the committee. It is important, needless to say, for the teacher to meet with the committee.

To insure the project's remaining a class un-

dertaking, all members of the class are involved in some capacity; if not writing, or acting, then as members of the scenery committee, costume committee, lighting crew, or makeup girls.

In our astronomical flights, the working in of Greek mythology in regard to the names of planets along with modern concepts of green monsters from Mars, jumping Jupiter, and Pluto the god, result in fantastic phantasy. In one eighth grade play, *Picnic of the Planets*, we had an announcer calling directions to the planets, as they arrived, one by one. For example, "Pluto coming in on orbit 9. Pluto, come on in, please. You may land on green cheese ramp No. 9." We also had Milky Way ramp, and a saddle ramp. The latter, in case you can't guess, was for the moon, the earth's *satellite*!

In this same play, the announcer asked Venus to land on Flying Saucer No. 5, and we thought it such a clever line to have Venus reply "Lovey-Dovey," instead of okey-dokey!

With the help of a teacher to keep things from flying so far out in space that they can't be gotten back in the allotted time, it is thought that almost any class can write a play. Of course, before rehearsals are over, one will be saying in his sleep such directions as these: "Louder and slower," "Move around, don't just stand there," "Face the audience when you talk."

By the morning the assembly is to be given, one will wonder why he ever let himself in for such confusion and turmoil. But when the curtain falls for the last time, and you sense the feeling of accomplishment among your class members and the enjoyment the audience has shown, you'll know it was worthwhile. After a few months of recuperation, you may even hear yourself saying to another class, "How would you like to write a play?"

A play, written last year by an eighth grade Science class, follows. A few lines would need to be altered to keep it abreast of the times.

#### THE PLANETS' CONVENTION

Cast of Characters: Professor Earthly, Sun, Venus, Jupiter, Mars, Mercury, Pluto, Neptune, Saturn, Uranus, Halley's comet, Planetoids 1, 2, 3, and 4, Narrator, assistant to the Professor.

Prologue and epilogue take place on earth (in front of the curtain). The main part of the play takes place on Venus.

#### PROLOGUE

Professor Earthly (looking through telescope): What's this? It looks like a good-sized meteor. It's

coming closer. Now it's breaking up into smaller pieces. One chunk seems to be coming this way. That could hurt somebody. I'd better make some notes about this. (He reaches for his pencil and paper, drops some paper, leans over to pick it up. Meteor hits him. He is knocked out.)

Narrator: Professor Earthly remains in a coma for several minutes. Before he wakes up, he has a strange dream. Let's see what he's dreaming. (As unobtrusively as possible, the professor and the telescope and chair are removed.)

#### MAIN SCENE

(Curtain opens. Planets are seated at their desks, arranged in a semi-circle, with the Sun near the middle of the group at a larger desk. Name plates are on their desks, legible to members of the audience.)

Sun: Will the meeting of the delegates of the planets of our solar system please come to order? Since I am the head of the solar system, I am chairman of this convention, as you know. (Clears his throat.) We would now like to have a brief report of progress on each of your planets since our last convention. Since we are meeting on the planet Venus, this year, will you please be our secretary, Venus?

Venus: Why yes, I'll be glad to.

Sun: Will you call on the planets alphabetically, starting with Earth.

Venus: Professor Earthly, will you please start?

Professor: (Rises) We are progressing steadily in the launching of our satellite.

Pluto: (Scratching head) Pardon me, but what's a satellite?

Jupiter: Let me explain. I have *twelve* of them. A satellite is a heavenly body that revolves around us planets. Sometimes it's called a moon.

Pluto: We don't have any of those. But since we're farthest away from the sun, we have a permanent, automatic refrigeration system. (He struts a little, proud of this. He keeps pulling off icicles.) It's sure hot here, isn't it?

Saturn: We have nine moons, and three rings, besides. See? (Shows off her three rings.)

Professor: Well, of course we have one moon of the kind you're talking about. But I'm reporting a man-made satellite, somewhat larger than a basketball. (He demonstrates with his hands.) We hope to launch it very soon now. Then in regard to atomic research, we have more and more powerful bombs. We've been trying to develop peaceful uses for atomic energy, but so far we haven't been very successful.

Venus: Thank you, Professor Earthly. Now, Jupiter, your report.

Jupiter: (Gets up. Thinks he's important.) Since we're the largest of all the planets in our solar system, it is very hard to condense my report into a few words. The most important bit of news is that we have just established a station on our *twelfth* moon.

Professor: How did you do that?

Jupiter: Why, we used that flying platter that I reported last year. (Shows it.) We observed and photographed our galaxy and other galaxies.

Neptune: (While others are saying "Oh" and "Ah") Good for you!

Venus: Mars, may we have your report next?

Mars: We've developed a new kind of moss in one of our canals.

Mercury: What do you do with that moss?

Mars: Why, we use it for moss beds.

Professor: How did those canals get on your planet, anyway?

Mars: If our chairman will permit, we want to wait until the next meeting to answer that question. You see, we got closer to Earth in September, 1956, than we've been for many years, and we want to see what those people on Earth are going to figure out about our canals from their observations and photographs taken at that time.

Sun: Yes, we'll allow you to wait. (Mars nods thanks, and sits down.)

Venus: Now we're ready for the report from Mercury.

Mercury: Since we're the message-carriers, we are working on a new telegraph to send messages faster and farther. As you know, we're the planet closest to the sun, and our goal is to invent an instrument which will allow us to send messages clear out to Pluto. (Motions.) We also want to report our newest method of keeping ourselves cool. Since evaporation is a cooling process, we use a sprinkling system. That's what I am wearing now. See. (Turns his head toward audience, and water sprays from headgear, by means of lapel flowers which are connected to bulbs which he squeezes.)

Pluto: Stay away from me. We couldn't have that, or we'd freeze to death.

(Halley's comet comes in gracefully, a wired crepe paper tail trailing behind.)

Mars: What's that?

Sun: That's Halley's comet, going in her orbit around me.

Saturn: What's that in back of you?

Comet: Oh, you know, all comets have tails. (Planets nod.)

Saturn: Well, why is she turning around in that awkward manner?

Professor: Comet's tails are always away from the sun. I remember that we saw Halley's comet from Earth back in 1910.

Comet: Yes, that's right. I go near the planet Earth about every seventy-five years. See you in 1985. (Waves goodby to Earth and exits.)

Venus: Now, Neptune, your report, please.

Neptune: In our latest laboratory on our second satellite we have invented a three-way ship. We call it a bo-air-mobile. It goes on sea, air, and land. I brought a picture of it along to show you. (Shows large picture.)

Uranus: Where do you keep those?

Neptune: We park them on our first satellite.

Venus: Pluto, will you please give us your report?

Pluto: Well, I *really* have something to report. You remember that we were just discovered in 1930. And now we have already invented a revolutionary device, called a . . . a . . . wheel!

Professor: Why, we've had that for many centuries.

Pluto: (Disappointed.) Oh, gee.

Sun: That's all right, my boy. You're doing real well. After all, you haven't had as much time as the others.

Pluto: (To Sun.) We're still going around you slowly. But it's a *long* trip. (To others.) You know, it takes us 248 years to go around the sun once.

Mercury: Gee, it takes us just 88 days!

Sun: Yes, Pluto, you do have a long, hard trip.

Venus: Saturn, may we have your report now?

Saturn: As you know, we have three rings, made of tiny particles that were once pieces of moons. They move around our planet at very great speed. I had the interesting experience this past year of taking a trip on one of those rings. It was really breath-taking. It takes us twenty-nine years to go around the sun, but my trip on the ring took only a few hours.

Venus: Uranus, now it's your turn. You may take off your gas mask, because we don't have poisonous gases here. On Venus, we have carbon dioxide.

Uranus: (Removes gas mask) It's surely stuffy here. But it's swell to be breathing carbon dioxide. Well, it takes us 84 years to go around the sun. Of course, we drag five satellites around with us. I'm sorry to say that we have no new invention to report, but we are trying to learn to get along peacefully the way you do on your planet, Venus.

Venus: Yes, that's right, we are a very peace-loving planet. My planet has not had a war for the past 7,000 years. As you know, we have been using atomic energy for a long time, but we use it for peaceful purposes only. We use it to run our machinery, and to heat our houses. We can't use solar energy for our heat, because of those clouds that are always surrounding us, you know.

Sun: Yes, I'm very sorry that I can't get my rays through to you any better than I do. Thank you all very much for your reports. I'd like to report to you that it looks more and more hopeful that eventually we shall be able to meet with some of the other solar systems in our galaxy. (Meeting is disrupted with entrance of several planetoids, panting and puffing.)

Planetoid 1: We're sorry we're late, but we had a hard time working our way out of our orbits.

Mars: Who are you?

Planetoid 2: We're representatives of the planetoids. Sometimes we're called asteroids.

Planetoid 3: Each of us has his own orbit, somewhere between Mars and Jupiter.

Planetoid 4: I'm Ceres. I'm the largest of the planetoids. My planetoid has a diameter of 480 miles. I wish the rest of these little ones wouldn't get in my way. (He starts shoving the others.)

Planetoid 3: Now wait a minute, you. (More shoving and chasing. Some of the planets get up, wondering what to do.)

Sun: (Stands up. Others quiet down.) Well, if this isn't a fine way for you planet children to behave. Just when our convention was going so well, I'm thoroughly disgusted. (The Sun walks out, mad. Slams door.)

Professor: Oh, I wish he weren't so hot-headed.

— Curtain —

#### EPILOGUE

Narrator: Will the members of the audience please close your eyes and slowly work your way back to earth, using the secret formula XXRO2. (Pause.) Audience, it is now time to open your eyes, for again you are on earth! (Professor is now lying on the floor beside his telescope in front of the curtain. His assistant is bending over him.)

Professor: (Begins to wake up, rubbing eyes and head.) Where am I? What happened to those other planets? Where did the sun go?

Assistant: It's shining right out the window, Professor.

Professor: Oh, my head. Where's the sun?

Assistant: Now, take it easy, Professor. The sun is right up in the sky. Come on out here. I'll show you the sun. (Assistant leads the Professor carefully off-stage.)

*The End*

*A student council always promotes various worthwhile activities in the school; one or more areas of safety education should be included in the list.*

## Safety Education for Student Councils

THE STUDENT COUNCIL ENCOURAGES STUDENTS to become interested in civic and social matters and to take significant steps to alleviate undesirable situations or to suggest ways and means of improvement. The main purpose of the student council is to teach good citizenship. Thus, the student council becomes, in reality, a laboratory of citizenship. It teaches young people to be good citizens by doing the things which a good citizen does.

This program should provide encouragement and assistance to student council safety education projects already underway and to coordinate and properly channel worthy youth safety education projects being sponsored by many non-school groups. The program is also intended to stimulate interest and activity in schools which presently are doing little or nothing in this area.

A basic purpose of a safety education program thru the student council would be to contribute to the general aim of the council. More specifically a student council program should develop among high school youth a strong sense of personal and social responsibility for the common welfare thru active participation in safety education programs. This purpose involves:

1. Stimulation of state student council associations and local councils to accept the responsibility for an effective youth safety education program.
2. Establishment of a means whereby student councils may work cooperatively in a concerted effort to provide more opportunities for safe living among youth.
3. Provision of resources needed by state associations of student councils and local student councils participating in the program.
4. Assistance in the preparation of leaders to carry on an effective safety education program.
5. Suggestion of standards for initiating state and local student council programs.
6. Provision of means for continuous program improvement thru constant appraisal and evaluation at the national, state, and local levels.

Planning for a program of safety education thru the student council should be based on the

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purposes outlined above and on other practical objectives. In determining details, state level and local groups should consider the special problems of the state or community, the number and needs of youth, problems which young people face, available resources and materials, and the environment in which the program is to be carried on. Specific details of the program should be formulated in terms of the needs of the state, community, and school and should be determined by cooperative planning between youth and educators.

Regardless of the level (national, state, or local) at which planning for a safety education program thru the student council takes place, there are some principles which should guide program formulation. A safety education program thru the student council should:

1. Contribute to the general objective of education.
2. Contribute to, and be compatible with, the basic aims of the student council.
3. Originate in the vital problems of youth.
4. Recognize the need for flexibility to insure the practical application of a continuing effort.
5. Emphasize positive rather than negative activities.
6. Involve those individuals and groups within the school-community who have special interests and obligations in safety education.
7. Provide the school-centered framework which would encourage only appropriate contributions from non-school groups interested in school safety education.
8. Discourage flagrant commercialism and activities of doubtful educational value.
9. Involve all students of the school in surveying the need for such a program locally and in determining objectives.

Individuals and groups who have the responsibility of furnishing effective leadership for

organizing and administering safety education programs thru the student council will need some rather definite organizational guides to achieve unity of effort. Also, as with other educational programs, those responsible for the program at the various levels should be continuously aware of procedures to be encouraged and those to be discouraged. This section deals with recommended policies and practices for the organization and administration of safety education thru the student council.

*National Level.*—It is suggested that a representative committee be appointed to guide the program. The committee might include state student council association officers and executive secretaries, and representatives of the NEA National Commission on Safety Education, the National Association of Student Councils, and state driver and safety education associations.

The primary duty of the committee would be to determine policies and activities for a national level safety education program for youth using the aims and objectives developed by the Workshop as their standard and guide. Additional responsibilities would be: (1) To suggest appropriate projects and activities; (2) To suggest ways and means of program improvement; (3) To suggest the development of materials to be used at the state and local levels; and (4) To evaluate the over-all program.

Various materials and services should be made available to state student council associations from the NEA National Commission on Safety Education and the National Association of Student Councils. The specific services suggested were:

1. To prepare and distribute such safety education materials as:
  - a. A guide for organizing a safety education program at state and local levels.
  - b. Suggestions about films for use with student groups.
  - c. Safety tips, illustrations, skits, and editorials for use by school newspapers.
  - d. A suggested "Safety Week" program.
2. To suggest projects and activities.
3. To encourage student councils to assume leadership in safety education, while maintaining an open mind regarding assistance offered by non-school groups.
4. To encourage active participation of those

people on national, state, and local levels who can contribute to the safety education program.

5. To suggest techniques for evaluation of the total program at the national, state, and local levels.

6. To provide an exchange of materials and ideas involving:

- a. Collection of materials and reports of successful practices from state student council executive secretaries and other sources.
- b. Distribution of these materials to state executive secretaries.
- c. Providing information concerning sources for usable safety education materials available from professional and non-school groups.

7. To arrange conferences and leadership workshops.

8. To provide and/or suggest resource people for conferences, workshops, and other professional gatherings.

9. To seek ways of obtaining suitable recognition for meritorious effort.

10. To relate the student council safety education program to other safety education programs at the national level.

11. To encourage state student council associations in the coordination of their safety education programs.

*State Level.*—At the state level, it is recommended that a committee on safety education under the guidance of the state student council executive secretary be formed. It is suggested that the state association designate a student officer to serve as co-chairman of the committee. The student vice president is specifically suggested as a possibility. Administrators, teachers, and students should be represented on the committee. Coordination of effort should be established and maintained among the committee, the state department of education, the state driver or safety education teachers association, and other appropriate educational groups within the state.

Specific duties of this committee would be to advise and guide a safety education program for youth by: (1) Arranging for safety education emphasis in state, regional, district, and county student council conferences and workshops; (2) Making selected materials available for local council use; (3) Coordinating the efforts of

non-school groups interested in safety education; and (4) Providing an exchange of ideas and materials among local councils.

The services of non-school groups such as automobile clubs, safety councils, civic clubs, etc. may be utilized wherever and whenever it is felt that an educationally significant contribution can be made to the program. It is emphasized, however, that the basic program pattern should originate and be carried on within the framework of education and under the guidance of professional educators.

*Local Level.*—In recognition of a growing need for a continuing safety education program, the Workshop recommends that student councils adopt a safety education program as one of their major projects. To implement this recommendation it is suggested that a standing committee on safety education be formed and that the chairman of the committee be a student council officer or member.

Members of the committee should be drawn from as many groups (faculty, administration, and student) interested in safety education as possible within the school community so as to achieve representative involvement. Where possible, the driver education teacher or safety education teacher should be a member of the committee, as one of the faculty suggested above, or serve as a consultant to the committee.

The school committee should be responsible for initiating and carrying on a continuing program of safety education within the framework of the school's educational program. It is felt that local programs should be planned in terms of the needs of the school and community and should be designed to make use of available community resources. An educationally sound program is the basis for good public support, and, by the same token, appropriate public support would be essential to a sound educational program.

Local student council committees should use appropriate materials which have already been developed, and they should make a particular effort to develop materials which would be pertinent to the needs of their own school and community.

It should also be the responsibility of the local committee to develop within the school and community an appreciation of the values to be derived from an effective safety education

program. To assure continued effectiveness, the program must depend in large measure upon its being continuously interpreted to the school and community.

The inherent public relations potentialities of such a program might also serve as a means of increasing public interest in the total education program. To achieve this end all available media for disseminating information about the program should be used. Cooperation should be engaged from the press, radio, television, other advertising media, safety interest groups, public and private agencies, and parent-teacher associations.

Certainly, credit should be given to individuals and groups for assistance rendered to the program. However, all publicity should reflect the true nature of the safety education program as a school program to which supporting organizations contribute on a cooperative basis.

Local agencies of many different types can and will assist in school safety education programs. These groups might provide appropriate printed materials, services of resource persons, useful information and data, equipment, and facilities. The committee should assume responsibility for keeping these agencies informed of the program and for coordinating their varied contributions for greatest effectiveness. A definite plan should be developed and carried on to utilize effectively the facilities and personnel resources of these groups.

## “People Are Funny”

JOSEPH G. PLANK

*Sponsor, The Red and Black  
Reading Senior High School  
Reading, Pennsylvania*

It was a crisp autumn night some years ago. I was on an electric train bound from Tokyo to Sagami-hari, via Shinjuku. As we stood, swaying with the movements of the crowded passenger car, the small Japanese male at my side flashed me a toothy smile and asked: "Have you been to Fuji?"

I allowed that I had been and that I had found that famed volcano a beautiful scenic delight. He beamed and nodded his gold-capped teeth vigorously. "Ah, so! We Japanese have

saying: 'Three things in Japan are most beautiful—cherry blossoms, Fuji, and Japanese women.'"

While I may have had some reservations anent the last-named of this triumvirate, I remember that I thought then that, if the Japanese male really believed what he is supposed to have thought of his opposite number, he certainly kept her in her place. That place was a respectful distance behind him, carrying his packages.

Now I'm back home again; back in the heart of Pennsylvania Dutch country. I look at our school activities and I think, increasingly often, of that Japanese gentleman. Apparently, we, too, think our American women are beautiful. And, in our extracurricular activities, she too has her place. So do we. The high school boy follows at a respectful distance, carrying her packages . . .

Recently, I witnessed a "campaign" for student council offices. An annual feature of this campaign is the presentation of the candidates to the school in an assembly program. The candidates are introduced and their campaign managers make speeches on their behalf. This could be a most important part of the organization of the most vital of all school groups.

In the case I am referring to, it seemed more like a "Lonely Hearts Club" affair.

With few exceptions, the candidates were girls. Their campaign managers were boys. Not just any boys, but the "boy friends." The exception I noted was most interesting. A lone male candidate had a girl for his campaign manager. She was his girl friend.

The results of the election were rather interesting, too. For next year's student council we shall have a male president, assisted by an all-female set of officers and representatives. Speaking as a male, I should feel that this is gratifying; he should be a most happy fellow. However, as a teacher, I can't help but feel a bit morbid over this virtually complete abdication of reason in favor of romance.

Nine hundred boys are represented by a lone male. Even Tab Hunter might have difficulty to adequately maintain male interests in such a setup. Even worse, I can visualize a complete matriarchy at almost any future election.

The brutal truth is that, in many coeducational high schools, the girls are apt to be the most articulate, the best workers, and generally

more dependable for school activities. As long as they were not aware of this, we males had nothing to fear and the work was being done.

Unfortunately, even in a high school extracurricular program, learning can be achieved. In this case, apparently, the girls were learning. Unless we can do something to stem the tide, I fear that we shall see more political conquests of Plato by Venus.

Perhaps this is a reflection of the times in which we live. Perhaps it is part of a general tendency on the part of the adult population to allow the welfare state to take over the burdens of planning our lives and our security for us. Perhaps it is more comfortable for the boys of this school to "not be bothered" by the details of the operation of a representative student council.

At any rate, student council is not the sole activity to display the ravages of feminine inroads. Last year, I noted in these pages the invasion of the pony-tail brigade into the ranks of cheerleaders and their devastating effects upon the school yell.

The covers of *SCHOOL ACTIVITIES*, especially those featuring Marching Bands at football games, etc., give ample proof that the agents of feminine domination are everywhere and, everywhere, the male element of our student population is in full retreat.

It is no longer too important that a student be a musician in order to be a member of the Marching Band. It is nice, of course, if that happy coincidence occurs. However, if one can march, that is often enough.

All that is really needed is a proper background for the drum majorettes, the flag twirlers, the acrobatic baton twirlers, and a whole host of delightfully uniformed girls that has become the real reason for the very existence of the Marching Band.

What plays do we give? "A Date With Judy," "Time Out For Ginger," "Our Hearts Were Young And Gay"—in short, any play that features girls, who will always show up for drama tryouts. We round out these casts with whatever recalcitrant males a posse can beat out of the bushes.

In the words of Robert Burns:

"But och! I backward cast my e'e  
On prospects drear!  
An' forward, though I canna see,  
I guess an' fear!"

# ASSEMBLY PROGRAMS

## for September

Probably the best method of handling assemblies in schools which do not have an auditorium teacher is through an assembly committee. This group may be made up in a number of ways but should, in any case, be duly authorized by the principal, or the student council if this organization has this responsibility. Several teachers, including the dramatic coach and the music teacher, may be its basis.

These, with a number of the most competent students, chosen directly from the school at large, irrespective of their club or organization affiliations, compose the committee. This group accepts responsibility for such tasks as these: (1) Educating the school in the purpose of the assembly; (2) Making and posting the assembly schedule; (3) Surveying the school for appropriate assembly material; (4) Promoting the education of participants; (5) Assisting in advertising and staging programs; (6) Developing standards for programs; (7) Promoting assembly-program competitions; (8) Developing and keeping scrapbooks and files of suitable material; (9) Organizing and promoting interschool assembly exchanges; (10) Promoting the development of good audience habits.

Because of the nature of the work to be done and the size of the job, it may be necessary for the committee to assign certain duties and responsibilities to subcommittees. For instance, a stage crew is probably necessary. This crew will be responsible for arranging the stage for the production, shifting scenery, operating curtains and lights, developing mechanical equipment and effects, and cleaning up the stage after the performance.

Other subcommittees might be charged with responsibility for publicity; with the development and care of the scrapbook or files; with competitions; with interschool exchanges; and with surveying the community for appropriate material and arranging for interviews upon proper authorization. The activities of all these subcommittees would be directed and coordinated by the central assembly committee.

### FLAG DAY PROGRAM

**Simple Costumes:** Betsy Ross wears a long full skirted dress. Little daughter may wear anything suitable for the scene. General Washington, Colonel George Ross, Robert Morris, and Capt. William Driver need three-cornered hats. They may wear blue suits or white shirts and blue

### HAZEL WARD HOFFMAN

442 Atlantic Street  
Keyport, New Jersey  
et al.

trousers. President Monroe needs a dark suit and a quill pen (feather fastened to a pencil will do.)

Those in the star formation need crepe paper band over right shoulder to beneath left arm.

**Flags:** Need ten small ones for the star formation. A large flag to the left of the stage on a stand.

- (a) Thirteen stars in circle and Thirteen stripes made on crepe paper. These may be made on oak tag.
- (b) Fifteen stars (5 rows of 3 each) and Fifteen stripes.
- (c) Twenty stars (4 rows of 5 each) and Thirteen stripes.
- (d) Twenty-four stars (4 rows of 6 each) and Thirteen stripes.
- (e) Forty-five stars (6 rows, alternate 8 and 7), Thirteen stripes.
- (f) Forty-eight stars and Thirteen stripes.

Others may be used for decorative background, if desired.

**Characters:** Betsy Ross, daughter, George Washington, Colonel Ross, Robert Morris, President Monroe, Capt. Driver, six speakers, ten marchers, and the remainder of the class for singing.

### SCENE I

Betsy Ross seated with sewing. Daughter seated by her side. Gen. Washington and aides, Col. Ross, and Robert Morris, enter to present commission. Daughter may escort them from the door.

**Speaker I:** Betsy Ross sat at her sewing when she received the Commission from General Washington, Col. Ross, and Robert Morris on behalf of the Continental Congress to make the first official flag for our new country. (The three men withdraw. General Washington returns and finds Betsy Ross with completed flag a. They step forward holding it out for everyone to see.)

When the flag was finished Gen. Washington returned to accept it. It contained thirteen white stars in a circle on blue ground with thirteen red and white stripes representing each of the thirteen colonies then fighting for their independence from

Britain, 1777.

Class sing: **How Betsy Made the Flag.**

Speaker II (holds flag b.): This flag floated high over Fort McHenry, 1814, during the battle when Francis Scott Key was inspired to write our national anthem, **THE STAR SPANGLED BANNER**. It has fifteen stars and fifteen stripes.

Class sing: **The Star Spangled Banner.**

#### SCENE II

President Monroe sits at a desk writing with the quill pen.

Speaker III (holds flag c.): Only three years later President Monroe signed a bill stating that the flag should have only thirteen stripes at any time, but a star should be added for each new state. The flag then had twenty stars and thirteen stripes.

Class sing: **Flag of the Free.**

Capt. William Driver stands at attention, holding hat in hand and gazes at flag (large one on stand at left of stage). He need only be at attention during speech.

Speaker IV (holds flag d.): It was Capt. William Driver who first gave the name of "Old Glory" to our flag when he saw it flying from the mast of his ship, 1831.

Class sing: **There are Many Flags.**

Speaker V (holds flag e.): Until 1898 a number of designs were made each time a star was added. The forty-five stars were then placed in six horizontal rows.

Solos for each verse: **America.**

Speaker VI (holds flag f.): In 1912 President Taft had the Navy Department arrange the stars on our flag as you know them now. However, it was not until 1916 that President Wilson set aside June 14 as National Flag Day.

Class sing: **God Bless America.**

Have audience join in on second singing.

Clear front of stage for Star March. (Suggestion: Before the program mark star points on the floor with chalk to keep proper form.)

Ten marchers march around twice in a circle then beginning at the lower left star point (a) march twice around the star waving flags in time with the music. Form star with flags held high. Inner five march twice around in and out of outer star (b). Outer five march in and out of inner group (c). Inner group circle (d) once. Outer group circle once. Repeat inner then outer circle. All these circles carry flags straight before them.



A



B



C



D

Reform star with flags held high. March twice around the star waving flags to music (a). Circle once and off with flags held straight before them.

Optional Audience Singing: **Keller's American Hymn; America the Beautiful; Columbia, Gem of the Ocean; Battle Hymn of the Republic.**

#### WELCOME NEW STUDENTS

##### Student Council

Suggested Scripture: Luke 1:42-52

Many schools present a "Welcome Assembly" and follow it up with an "Orientation Assembly." A "Talent Program" is quite popular and helps promote acquaintance and a feeling of belonging.

One high school presented a joint assembly program to welcome new students early in September. The Boys' League and the Girls' League worked together. The idea was to give the "newcomers" a feeling of welcoming and belonging; and to show the "oldsters" just which of our careless habits are most bewildering to students entering the school for the first time.

The two themes of the program—welcome to new students, and to show the old students where there is room for improvement—were developed by a skit. The skit was done in pantomime to the accompaniment of an original ballad.

The ideas brought out were that discourtesies extended to newcomers make a poor and sometimes lasting impression which is very undesirable, and that consideration for new students will soon make those people "one of us." Also, that Student Activity Tickets are not only the vogue but an economy, and that each person is responsible for actions and attitudes taken toward new students and new ideas.

In addition to the skit, the program consisted of introductions, brief remarks by the principal and a few student leaders, and group singing. The assembly was comparatively short, to the point, and entertaining. One humorous touch was made by the "teacher" who employed some of the pet expressions of faculty members. Of course, the regular Bible reading, pledge of allegiance, etc., were a part of the program, as usual.

#### SAFETY ASSEMBLY

One of the things which schools should begin to emphasize early in the year is safety. There are many aspects of the problem of safety around which good programs can be developed. A program of this kind can be planned so that it will not require too much time for preparation.

This is an important factor to consider at the beginning of the school year, when everyone connected with the school may be occupied with many activities and duties. The program should make use of authorities on safety in the community,

visual aids, and demonstrations to bring home to students the importance and the problems of safety.

It will be necessary for each school to plan this program in the light of its own problems and resources. Valuable suggestions and program materials may be secured from agencies such as the National Safety Commission on Safety Education, Washington 6, D.C., and from state highway, education, and health departments. A high school in Minnesota presented the following program.

This program on safety was presented in connection with the student patrol system and lasted for approximately an hour. The director of District Safety Patrols presided and introduced a member of the Federal Bureau of Investigation.

The FBI speaker told how the organization he represented contributes to safety and cited numerous examples from experience. He emphasized the part citizens must play in making the FBI function effective.

Then a Highway Patrolman presented the problems of highway safety and pointed out what students could do to avoid accidents. This was followed by a Traffic Policeman relating some significant experiences.

The next number on the program was a safety film in technicolor. It dealt mainly with the handling of firearms in hunting—how to load and unload them, how to carry them in the field and handle them in cars, etc. The picture was both educational and entertaining. The program concluded with a question and discussion period in which many students participated.

#### PEP CLUB PROGRAM COMPETITION

Preparations for this assembly should be begun well in advance. This program gives an opportunity for many students to appear before the student body early in the year, and also it will provide Pep Club with a number of ideas for clever pep assemblies. The general plan and a few specific ideas are outlined below.

The first announcement of the assembly competition is given out for home room discussion. During the next few days much is done by way of posters on bulletin boards, through newspaper copy, and by Pep Club girls themselves personally seeking out the more timid and helping to assemble groups.

The gist of the information on assembly competition is this. Any student or group of students may enter. The sole aim of each is to devise some means which is original, or new to this school, to send the athletic groups enthusiastically into games. Since football games come so early in the year, it is necessary to get this idea rolling the first week.

**READ!** **EXAMINE!** **INVESTIGATE!** **KEEP!** **APPLY!** **SCRUTINIZE!** **DELIBERATE!** **Be Glad!** **REJOICE!**

**THINK!** **Evaluate!** **Utilize!** **TEST!** **ASSIMILATE!** **Patronize!** **ACT!** **TRY!** **BUY!** **BUY!** **ACT!** **ORDER!** **BENEFIT!** **Thrill!**

**STUDY!**

**Believe!**

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When all skits are well rehearsed, each is presented in part in an assembly. Only a small "come-on" portion is given, and then the students vote for the one they wish to see worked out for the next pep assembly.

Example:

The judge is seen sitting at a large impressive desk in center stage. On his right is a wee small man hurriedly taking notes in a massive book. On his left, in the witness chair, is a poor be-draggled creature, dressed in the colors of the opponent of the week. The following dialogue should be done in syncopation as was intended in the George M. Cohan one-act play, "Common Clay."

Judge: Are you guilty?

Scribe: (Echoes) Are you guilty?

Witness: No, I'm not.

Lawyer: Of course, he's not.

Judge: Tell your story.

Why'd you come here?

Witness: I was fotched.

Lawyer: Yes, he was fotched.

Witness: I'm not really such a big bum,

As I look at the present time.

Lawyer: No, he's not.

Scribe: No, he's not.

Judge:

What's the trouble, Why'd ya come here?

Answer 'ere I plunk you in the clink.

Witness:

When I started out this morning,

"Twas in spirits high I started.

Lawyer: Feelin' great was he.

Scribe: Feelin' great was he.

Witness:

Until I met those Lions,

Woe is me, oh, woe is me.

Lawyer: Woe is he, oh, woe is he.

Witness:

But they dragged me down at kick-off

And they dragged me down each time

That I got a hold on the pig-skin,

Really rolled me in the lime.

Lawyer: Really rolled him every time.

Scribe: Really rolled him every time.

Witness:

Now the cops have gone and grabbed me,  
Brought me here to face charges for my  
crime,

But the crime is of the Lions,

For a really rugged time

That they gave me and enslaved me

Football's not a game of mine.

(The judge raps on his desk with an out-sized gavel and orders the guard to take the prisoner to sick bay to recover from the "riggers" of the game. Music up—Lion Victory Song.)

For full report on this project  
see article on page 215



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# News Notes and Comments

## Distribute "Not Delinquents" Booklet

Sayre Junior High School, Philadelphia, Pennsylvania, distributed at the conclusion of the 1955-56 term a booklet entitled "We Are Not Delinquents." Prepared by the faculty, students, and parents, the booklet tells the other side of the delinquency story—of the vast majority of youngsters who are growing up to be fine men and women and good citizens.

The thirty-six pages picture unique activities and areas which contribute richly to good citizenship training. The foreword is by Robert Wayne Clark, principal; Milton Gewertz made the general plan and layout.—Pennsylvania School Journal

## Scholars Are Versatile

"Our brightest teen-agers are not bookworms; they are able students with a surprising number and variety of extracurricular and community activities," according to John M. Stainaker, President of the National Merit Scholarship Corporation.

Mr. Stainaker drew his conclusion from a study of personal records of the "Merit Scholars of 1956"—a group of 556 college freshmen who were the winners of the largest private scholarship competition in U.S. history. They were selected solely on their demonstrated ability to benefit from college training. Some of the results of Mr. Stainaker's study are in the first annual report of NMSC.

"These bright students," he observes, "come from every rank and station in the economy, indicating that brains and ability are, like gold, where you find them. Their fathers are everything from a barber, school principal, and business executive, to a policeman, cook, and executive vice-president."

## Withdraw Golf?

Recently, the League office received the following note from a district chairman:

"Perhaps you will be interested in the unanimous action of this group concerning golf. A resolution was adopted recommending that the League consider withdrawing sponsorship of high school golf, due to our inability to maintain the amateur status and the problem of enforcing the faculty status of the coach. Those present expressed the feeling that the very nature of golf competition involves prizes that violate the rules of the League and in most instances the golf pro is the teacher."

This note from a conference AA district chairman expresses a point of view that is growing in Texas. Unless something is done to keep golf on an amateur basis there is a strong possibility that schoolmen will vote to drop golf as a League sponsored sport. Golf is a very fine activity and is worthy of a place in the League program, provided it can be surrounded by the controls now existing for football, basketball, baseball and other League activities.—Editorial in Interscholastic Leaguer

## Allied Youth, Inc., Promotes Clean Living

Allied Youth, founded in 1931, operates in high schools (and in communities) as an extracurricular club designed to provide alcohol information to teen-agers while promoting "Fun Without Drinking" for the younger set. It is non-profit, non-sectarian, and non-political.

In addition to providing scientific alcohol information, Allied Youth gives tips on personality development and community activities leading towards good citizenship. The organization publishes a monthly magazine, sent free to all members. The National Headquarters is a member of the All-American Conference to Combat Communism.

## Perfection Isn't Necessary

At a recent water festival featuring synchronized swimming in its various aspects one of the acts which was probably the most poorly performed of all stole the show. A group of grandmothers put on a synchronized ballet swimming act, performing many intricate movements in the water, none of which came out right, none of which kept time with the music but all of which broke up into a wild splashing. But the elderly ladies doggedly finished their act to a tremendous burst of applause.

They made so much hilarity and good fun that a special award was given the group by the judges. All of which emphasizes the important point in our recreational work with people that fun and laughter and joyousness are of the utmost importance, whereas skill, perfection of a championship caliber are not. Altogether too often are we not prone to overlook the major reason for recreation,—enjoying ourselves healthfully, happily, and wholesomely,—while all other considerations must and should run second to these values?

These grandmothers had the time of their

lives. Their egos were lifted while at the same time they gave enjoyment to all the spectators. This same principle of laughter and joyousness first, and all other values afterwards, should be carried into all phases of our recreational programs for all ages and in all activities. Perfection isn't always necessary.—Editorial in Youth Leader's Digest

#### Safe-Teen Club Is Popular

Safe-Teen is a new club organized at Reedsport High School, Reedsport, Oregon. It was organized last spring when Judge Cook appeared at an all-school assembly and told the students how Safe-Teen came about. The motto of the club is "We Drive Defensively, Courteously, and Longer." Similar clubs should be among the most popular in high schools everywhere.—The Umpqua Chief

#### Aircraft Industry Top Employer

The aircraft industry has reached a World War II employment peak and has been the nation's largest employer of workers for three months in a row, according to the latest Bureau of Labor Statistics figures. During June, July and August, the aircraft, aircraft engine, systems and components manufacturers had more employees at work than the automobile industry.

In July, the figures were: 804,300 aircraft workers and 716,000 auto workers; and in August, 814,400 aircraft workers and 702,000 auto workers. The August figure was previously exceeded by the automotive industry and topped only during the second World War.

The aircraft industry previously topped the automotive industry and became the country's leading employer only in wartime—both during World War II and the Korean War.—Planes

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## What You Need

#### PLAYGROUND MATERIAL AVAILABLE

"Circles of Friendship" will be the theme of this year's **Playground Summer Notebook**, prepared and published by the National Association. The twelve bulletin packet will emphasize the ways in which a neighborhood playground can serve as a center for circles of friendship, announces Virginia Musselman, editor. How to give the youngster workable ideas to take home for family fun, and how to develop playground activities that will be attractive to families will be outlined for leaders.

The **NRA Playground Summer Notebook** will be available about May 1, 1957 for distribution. Advance orders will insure reservation of needed kits; last year, the edition was exhausted. All twelve issues are shipped in a single package. Cost of the complete set is \$2.50, (NRA members—\$2.00), in any quantity direct from Program Service, National Recreation Association, 8 West Eighth Street, New York 11, N.Y.

## Among The Books

**EXPLORING THE HAND ARTS.** By Corrie Murphy, Arts and Crafts adviser, Program Development Division. Girl Scouts of the United States, 155 East 44 Street, New York 17, New York. 65 cents.

"Exploring the Hand Arts" is an excellent publication, well illustrated, and contains many phases of art, together with classified bibliography and list of available films. Included are various phases of design, paper, prints, bookbinding, wood, metal, glass, leather, clay, and textile arts.

This paper bound publication should be valuable to school clubs, recreation associations, hospitals—wherever young people are seeing "the joy of creative accomplishment."

## Six-Man Football MAGAZINE

WRITE FOR SPECIAL OFFER

C. J. O'Connor  
1702 BOLTON STREET BALTIMORE 17, MARYLAND

School Activities

# How We Do It

## **"GOO" MAKES GOOD USABLE MAPS**

Since our school is relatively new (three years old), it is fortunate in having many recent types of audio-visual aids for the different types of classes. There are film projectors, film strip projectors, opaque projectors, political maps, vegetation maps, historical maps, and the list could continue.

We tried to use as many aids as possible that would make the material more meaningful to the pupils. My seventh grade geography class was doing well finding places on political maps, locating bodies of waters, naming major crops, and so on. However, they were having trouble visualizing the areas, that is, knowing what the areas looked like from a horizontal point of view. All our maps and map aids were flat and gave no idea of vertical dimension. Since this interested the students, they asked if they could do "something" which would help them to visualize the areas we were studying.

I asked myself, "What can I do?" I asked the class if there were any suggestions. Someone asked if the school could buy some maps like they wanted. I replied that even if that were possible, it wouldn't be until the next semester before the maps could be purchased. We needed the maps now. Shortly thereafter one of the students asked if they could make various maps of the areas that we were, and would be studying.

The class was very responsive to that suggestion. They all seemed to have an idea as to how the class could make the maps. Letting them take the initiative, I asked how it could be done quickly, correctly, cheaply, and in the classroom.

The class suggested that they elect chairmen, the chairmen choose their groups, with each chairman assigning different tasks to his own group. The students voted to adopt this plan. To my great astonishment they took a great deal of interest in electing chairmen and co-chairmen.

Within one class period the class had elected the leaders, chosen the groups, assigned the various tasks, and were ready to begin work on relief maps of various areas of the world.

When they decided what materials to use such as a plywood base for the map, flour and salt to form the countries, paints and brushes, jars, spoons, et cetera, the chairman in each group asked for volunteers to bring in what was needed for that particular group. Astonishingly enough,

the next day there was more than enough material to begin the project.

Before starting, the class and I outlined various necessary procedures that "we" felt would be required in order to accomplish our aims. It was the chairman's duty to see that the daily goals were achieved. It was also his duty to see that all committeemen did their jobs, with no one person doing more than he was most fitted to do.

(Making flour and water relief maps wasn't entirely foreign to me, but I concealed all my enthusiasm to dabble in their creative efforts.) After they had sketched the outline of the area on which they were working on the plywood, and had consulted flat relief maps for mountains, lowlands, lakes, et cetera, they were ready to begin work with the flour, salt, and water. (Salt keeps the flour from becoming too sticky.)

As soon as the first committee had mixed the flour and water to a sticky consistency, they were ready to apply it to the outline maps. One of the members who had a hand in mixing the flour said, "Mr. McDonald, how in the world can we use this 'goo' to map a good map?" By careful, yet often disappointing experiment they soon learned that this "goo" could and did make excellent relief maps like the kind we had hoped to make.

When the maps had dried, the groups painted in the high and low areas according to the system used on large relief maps, that is, by using different colors to represent different altitudes.

The finished products were really very useful. The class gave the maps of the continents to me as a gift to be used with succeeding seventh grade geography classes. At an open house, the student-initiated map project won outstanding praise and comments from the parents of most of the school children, including many whose children were not in the class.

I learned a great lesson from this class, and hope in the succeeding years to gain many more such rewarding experiences.—Walter G. McDonald, Oakwood Junior High School, East Detroit, Michigan

## **PUTTING OLD PIPE TO PRACTICAL USE**

Lying around your school district, just gathering rust, are hundreds of feet of old used pipe. Put it to use and construct a real practical piece of playground equipment. Our pipe project for today will be to construct an athletic standard

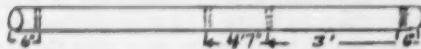
which will prove invaluable as well as economical, for such games as tetherball, ring toss, volleyball, badminton, and tennis.

Get out your hacksaw, drill, and welding machine, and follow along with us as we go step by step throughout the entire process.

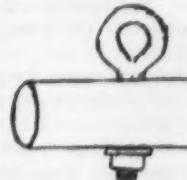
1. Using 1 1/2" pipe, cut a section to an eight foot length. This may be done with a hacksaw. However, if there is a pipe cutter available it will greatly speed up the operation. Don't forget that the schools are a community institution and that even though some of the tools and talents needed for many of our construction programs are not available right on the school premises, somewhere in the community these things are present and there are people eager to contribute their time and skill towards building better schools.

2. Using a bit and brace with a 3/8" metal drill, or for faster operation an electric drill, we will next drill holes completely through both sides of our pipe at the following places:

- 6" from the top of the pipe.
- 3' from the bottom end of the pipe.
- 4 7/8" from the bottom end of the pipe.
- 6" from the bottom end of the pipe.



3. Insert 3/4" x 3 1/2" eye bolts through drilled holes as illustrated. Secure with washers and nuts.



4. Take a piece of wood doweling 1 1/4" in diameter by 3" in length. Whittle down one end as illustrated until doweling fits snugly in opening at top of pipe.



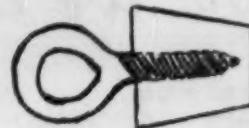
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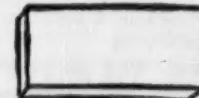
5. Insert a 3/8" x 2 1/2" eye screw into center of wooden cork as illustrated.



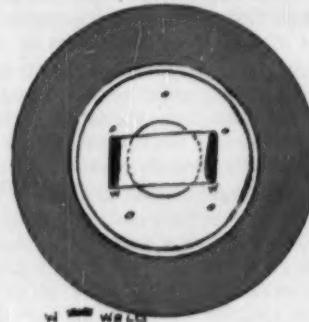
6. The next piece of equipment we will need is a used and discarded automobile tire and wheel. It is not necessary that the tire be in condition to hold air, or that a tube be inside. If it is possible, however, to secure tire and tube which will retain inflation it will facilitate handling our finished product.

Most schools will find that students will bring in, or parents will donate, more tires and wheels than it will be possible to use. If this isn't true in your situation, they may be purchased at any junk yard for a sum not exceeding one dollar, in most instances.

7. Obtain a piece of steel plate approximately 9" x 5" x 3/8". If unavailable from other sources, these plates may be purchased for a few cents at any junk yard.



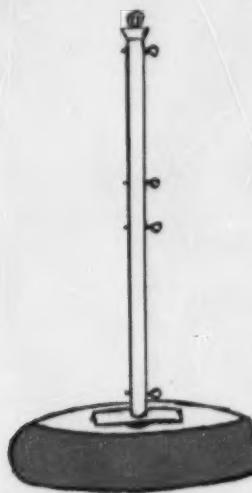
8. Lay the tire and wheel on a flat surface turned so that the inside surface is facing up. Place the steel plate across the opening as illustrated and weld at indicated points.



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9. Turn tire and wheel over and weld 8' pipe to steel plate as illustrated.



10. To give added weight and security to pipe, fill in the saucer-shaped cavity of the rim surrounding the upright pipe with cement.

The finished product which has taken but a short time and a few cents to build will give years of valuable playground service and will withstand the most rugged treatment. In addition, the standards may be easily moved from one location to another, indoor and outdoors, on wood, grass, blacktop, and concrete, and may be used for a variety of athletic activities.

The eye screw at the top of the pole is for tetherball; eyebolts are for volleyball, ring toss, badminton and tennis nets.

For all activities other than tetherball, two standards are necessary. Most schools will find that they can put a dozen or more of these standards to good use. School custodians and pupils'

fathers may be recruited to perform the labor, or the local high school welding shop may be glad to help out as a training project for their students.—R. J. Nareau, Principal, North Avenue School, Del Paso Heights, California

#### PUBLICATIONS WORKSHOP IS POPULAR

In June, 1946, a group of 67 high school students and advisers from West Virginia and Ohio visited the campus of Ohio University for a two day conference on the problems of high school publications. If they returned this year, they'd be amazed.

Eleven years have passed since that modest beginning, and the conference has grown spectacularly. The conference is now a workshop, providing lectures and laboratory experience for more than a thousand students and advisers. The program has been extended from the original two days to a full week.

From June 16 to June 22, 1957, students and advisers, equivalent in number to the population of an average-size high school, will be engaged in intensive programs dealing with every phase of high school publications. Nationally known authorities will conduct lectures, labs and seminars in seven major areas: (1) editing and advising of regular letterpress newspapers; (2) editing and advising of yearbooks; (3) business phases of yearbooks and newspapers; (4) editing and advising of mimeographed newspapers; (5) editing and advising of offset newspapers; (6) photography; and (7) radio-TV journalism.

In recent years, professional artists and cartoonists have enriched the program with lectures, demonstrations, and caricatures of the students. Otto Soglow, creator of the "Little King," was the featured cartoonist last year. Numbered among his predecessors are: Stan Drake, originator of "The Heart of Juliet Jones," and Milt Caniff, internationally famous for "Terry and The Pirates," and "Steve Canyon."

In addition to receiving training in the actual publication of high school yearbooks and newspapers, students and their advisers meet with representatives of commercial printing and publishing firms. In these meetings, problems concerning the relationship of high school staff to commercial publishers are stressed and discussed.

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While placing emphasis on an intensive training program in high school publications, the staff of the Ohio University School of Journalism has not overlooked the need of young people for recreation. Through the workshop, students are exposed to a week of college life in all of its phases.

When the day's lectures, labs, and clinics are over, there are picnics, dances, programs of summer athletics, and free movies for all students and staff members. Attendance is not required and workshopers may attend whichever activities they like.



Recreation Highlights Include Picnic

Each year, for months after the workshop projects have been completed, approved and run off the presses, the workshop director receives letters of appreciation from parents, high school principals, and faculty, and from the students themselves. Some of these letters express thanks for an enjoyable and rewarding week. Others attribute recognition and prizes won by high school publications to training received in the workshop and some letters suggest means by which the workshop could be improved or supplemented.

Plans are now being made for the Ohio University's 1957 High School Publications Workshop. The biggest enrollment ever is anticipated. The workshop idea is more than a good idea—it's a growing idea. It has proved an excellent means

of college orientation for high school students. It has helped high schools by improving the quality of their student publications. And from the university's point of view, it's a big step forward in effective public relations.—L. J. Hortin, Department of Journalism, Ohio University, Athens, Ohio

## Help Appreciated

Your Editor frequently receives letters whose writers are seeking information on various topics. Such letters are always most welcome. We desire to be of continuous help to our subscribers and others. We are suggesting that members of schools having information and ideas and experiences relative to the questions sent in—make them available by writing to those asking for the information. Your Editor will appreciate it, also.

Dear Editor:

I read with interest an article entitled, "A Magic Show," which was published in the March issue of *SCHOOL ACTIVITIES*. I would like to receive some information on how to start a Magic Club.

Yours truly,  
Olin W. Stratton  
Assistant High School Principal  
Highland High School  
Highland, Illinois

Dear Editor:

I am looking for material on the subject "Making Use of a Student Activity Center in a New School Building." If you have anything which would be of help to me I would like to have it.

Very truly yours,  
George D. Keith, Principal  
La Crosse Rural High School  
La Crosse, Kansas

## *comedy cues*

### TV Influence

The geography teacher asked Bobby a question about the English Channel.

"I don't know about that one," he answered. "There's no such channel on our television set." —Ex.

### Hold Everything!

A small boy was leading a donkey down the road through an army camp. Some soldiers, thinking to have some fun asked, "Why are you holding onto your brother so tightly?"

"So he won't run off and join the army," said the kid without even blinking an eye.

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